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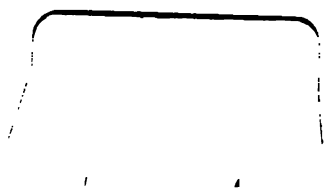
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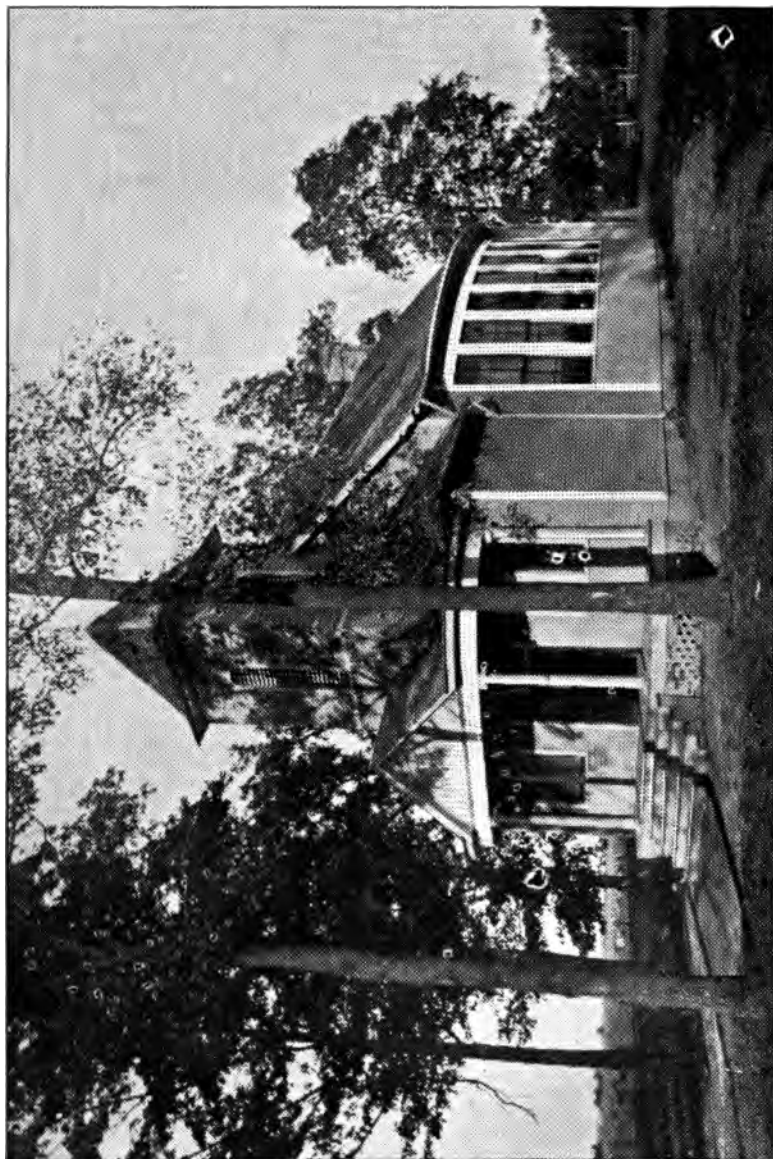












A COUNTRY SCHOOL HOUSE NEAR PARIS, ILLINOIS; BUILT, 1889; N. C. GRANT, ARCHITECT. THERE ARE TEN OF THIS KIND IN EDGAR COUNTY.

TWENTY-THIRD BIENNIAL REPORT

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OF THE

# SUPERINTENDENT OF PUBLIC INSTRUCTION.

OF THE

STATE OF ILLINOIS.

---

JULY 1, 1898—JUNE 30, 1900.

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SPRINGFIELD, ILL.:  
PHILLIPS BROS., STATE PRINTERS.  
1901.

# STATE OF ILLINOIS. DEPARTMENT OF PUBLIC INSTRUCTION.

---

State Superintendent .....	Alfred Bayliss.
Assistant Superintendent.....	Joseph H. Freeman.
Clerk and Stenographer .....	Miss Zoe Bayliss.
Clerk and Messenger.....	Otis B. Duncan.

---

## BOARD OF EXAMINERS FOR STATE CERTIFICATES.

1899.

Andrew M. .....	Springfield.
A. C. R. .....	Kewanee.
S. B. .....	Streator.

1900.

Henry L. Boltwood .....	Evanston.
S. B. Hursh .....	Streator.
W. L. Steele .....	Galesburg.
A. V. Greenman .....	Aurora.

---

## CONDUCTORS OF THE STATE EXAMINATIONS.

1899.

At Springfield.....	Joseph H. Freeman.
At Chicago.....	Orville T. Bright.
At Freeport.....	Robert W. Burton.
At Peoria.....	J. L. Robertson.
At Urbana.....	George R. Shawhan.
At Effingham.....	Charles L. Combs.
At Carbondale.....	Frank H. Colyer.

1900.

At Springfield.....	Joseph H. Freeman.
At Champaign.....	W. L. Pillsbury.
At Normal.....	Frank S. Bogardus.
At Carbondale.....	Joel M. Bowlby.
At DeKalb.....	Edward C. Page.
At Charleston.....	Francis G. Blair.
At Galesburg.....	Ernest S. Wilkinson.

## LETTER OF TRANSMITTAL.

---

DEPARTMENT OF PUBLIC INSTRUCTION, }  
SPRINGFIELD, ILLINOIS, November 1, 1900. }

*Hon. John R. Tanner, Governor of Illinois.*

SIR:—As required by law, I have the honor to submit herewith the Twenty-Third Biennial Report of the Department of Public Instruction, with accompanying documents, and the Report of the Board of Education of the State of Illinois.

Very respectfully yours,

ALFRED BAYLISS,  
*Superintendent of Public Instruction.*

# STATE OF ILLINOIS. DEPARTMENT OF PUBLIC INSTRUCTION.

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## TABLE OF CONTENTS.

### STATE SUPERINTENDENT'S REPORT:

SUMMARY OF STATISTICS—1899:	PAGE.
Census of minors .....	1
School census.....	1
Enrollment .....	1
Days of attendance.....	2
Average daily attendance.....	2
School districts.....	2
School houses.....	2
Public schools .....	2
Duration of schools .....	2
Teachers .....	2
City superintendents .....	3
Months taught .....	3
Salaries of teachers .....	3
District school libraries .....	3
Private schools .....	3
Illiteracy.....	4
Distributable fund .....	4
District accounts .....	4
District tax levy .....	5
Township fund .....	5
School lands .....	5
Income of township fund .....	5
County fund .....	5
Estimated value of school property.....	6
School debt .....	6
High schools.....	6
County superintendents' reports .....	7
Examinations.....	7
School visitations .....	7
Institutes .....	7
Financial report .....	7
Compensation of county superintendents.....	8
Institute fund .....	8
 SUMMARY OF STATISTICS—1900:	
Census of minors .....	8
Census of persons of school age.....	9
Enrollment .....	9
Average daily attendance.....	9
Days of attendance.....	10
School districts.....	10
School houses.....	10
Number of high schools .....	10

# VI

Schools .....	11
Duration of schools .....	11
Number of teachers.....	11
City superintendents.....	12
Months taught .....	12
Wages paid .....	12
District school libraries.....	13
Private schools .....	13
Illiteracy.....	14
Financial report .....	14
Distributable fund .....	14
District accounts .....	15
Comparisons .....	15
Cost of the school system and ways of paying it .....	16
Estimated value of school property .....	17
Township fund .....	18
High schools.....	19
Graded and ungraded schools compared .....	20
Teachers' wages.....	20
Cost per child.....	20
County superintendent's reports.....	22
Examinations .....	22
School institution .....	22
Institutions .....	22
Financial report .....	22
Institute fund.....	23
Compensation .....	23
County fund .....	23
Permanent school funds .....	24
COMPARATIVE TABLES.....	25
Table I of comparative statistics.....	27
Table II of comparative statistics.....	33
STATE CERTIFICATES .....	37
Number issued .....	39
Conditions—Plan I and II.....	40
The Special Reports of County Superintendents .....	43
The County Superintendents.....	44
County Superintendents' Reports.....	46
The Distributable Fund .....	46
The State Course of Study .....	48
The High Schools .....	49
The Rural Schools .....	50
School Libraries.....	53
School Architecture and School Room Decoration .....	55
The Higher Institutions .....	56
Report of the State Board of Education.....	57
Report of the University of Illinois.....	61
Report of the Illinois State Normal University .....	80
Report of the Southern Illinois Normal University .....	88
Report of the Northern Illinois Normal School.....	90
Report of the Eastern Illinois Normal School, with an address on the American Normal School, Its Origin, Progress and Mission .....	112
Report of the Western Illinois Normal School.....	123
Report of the Illinois Institution for the Education of the Blind.....	124
Report of the Illinois Institution for the Education of the Deaf and Dumb.....	130
<i>Report of the Illinois State Reformatory.....</i>	<i>141</i>
<i>Report of the Asylum for Feeble-Minded Children.....</i>	<i>145</i>

## VII

<b>Report of the Illinois Soldiers' Orphans' Home .....</b>	<b>146</b>
<b>Report of the State Home for Juvenile Female Offenders .....</b>	<b>147</b>
<b>Report of the Chicago Manual Training School of the University of Chicago.....</b>	<b>149</b>
<b>Special Reports of County Superintendents of Schools.....</b>	<b>153</b>
<b>Statistical tables for 1899.....</b>	<b>219</b>
<b>Statistical tables for 1900.....</b>	<b>299</b>
<b>Tables of High School Statistics .....</b>	<b>282, 363</b>
<b>Table of Miscellaneous Statistics.....</b>	<b>381</b>
<b>Financial report of the State Charitable Institutions of an Educational Character.....</b>	<b>383</b>
<b>Table of Statistics of Colleges, Academies and other Literary Institutions incorpo-</b>	
<b>rated by the State .....</b>	<b>390</b>
<b>Table showing distribution of State school funds by State Auditor .....</b>	<b>398</b>
<b>Appendix.....</b>	<b>401</b>
<b>Circular 28 .....</b>	<b>493</b>
<b>Rural School Architecture and School House Decorations.....</b>	<b>408</b>
<b>The School Room in Graded Schools .....</b>	<b>406</b>
<b>School Room Decoration.....</b>	<b>411</b>
<b>List of School Room Pictures .....</b>	<b>417</b>
<b>Some Typical Illinois School Houses.....</b>	<b>420</b>
<b>Some of the Best Country School Houses in Illinois.....</b>	<b>421</b>
<b>Some Rural School Interiors .....</b>	<b>422</b>
<b>Index .....</b>	<b>423</b>

ILLUSTRATIONS—SEE APPENDIX.





## THIRTY-THIRD BIENNIAL REPORT OF THE SUPERIN- TENDENT OF PUBLIC INSTRUCTION—1899-1900.

Statistics summarized on the following pages continue the general history of Illinois, as told in preceding reports. It is a progress, and furnishes abundant ground for good hope. Conditions do not yet prevail. All ideals enlarge and recede as each them. But the people have been liberal—sometimes bounds of generosity—in their provisions for the education of children. With rare exceptions, public sentiment is strong, increasing in strength. The army of school officials and teachers is the main devoted. I shall offer only such recommendations as my opinion will tend, if adopted, to strengthen the forces in operation.

### SUMMARY OF STATISTICS—1899.

#### CENSUS OF MINORS.

males under 21 years of age.....	1,128,417
females under 21 years of age.....	1,004,431
number of persons under 21 years of age.....	2,220,948

#### SCHOOL CENSUS.

males between the ages of 6 and 21.....	775,439
females between the ages of 6 and 21.....	763,706
number of persons between the ages of 6 and 21.....	1,539,145

#### ENROLLMENT.

male pupils enrolled in graded schools.....	294,976
female pupils enrolled in graded schools.....	300,010
male pupils enrolled in ungraded schools.....	183,014
female pupils enrolled in ungraded schools.....	167,143
number of pupils enrolled.....	945,143

## DAYS OF ATTENDANCE.

Grand total number of days of attendance in graded schools.....	85,119,430
In ungraded schools.....	30,874,996
Total.....	115,994,425
Average daily attendance.....	726,782

## SCHOOL DISTRICTS.

Number of districts having no schools.....	23
Number of districts having school less than five months.....	25
Number of districts having school five months or more.....	11,706
Whole number of districts.....	11,753

## SCHOOL HOUSES.

Number of stone school houses.....	180
Number of brick school houses.....	1,775
Number of frame school houses.....	10,801
Number of log school houses.....	22
Whole number of school houses.....	12,778
Number of school houses built during the year.....	222

## PUBLIC SCHOOLS.

Number of high schools.....	311
Number of graded schools (including high schools).....	2,043
Number of ungraded schools.....	10,719
Whole number of public schools.....	12,762

## DURATION OF SCHOOLS.

Number of months graded schools were in session.....	17,800
Number of months ungraded schools were in session.....	79,292
Whole number of months schools were in session.....	97,092
Average numbers of months schools were in session.....	7.6

## TEACHERS.

Number of male teachers in graded schools.....	2,228
Number of female teachers in graded schools.....	11,406
Number of male teachers in ungraded schools.....	4,745
Number of female teachers in ungraded schools.....	7,569
Whole number of teachers.....	25,947

## SCHOOL SUPERINTENDENTS.

Number of school superintendents, city or village, who spend all their time in supervision .....	44
Number of school superintendents, city or village, who spend three-fourths or two-thirds of their time in supervision .....	51
Number of school superintendents, city or village, who spend one-half or one-third of their time in supervision .....	102
Number of school superintendents, city or village, who spend one hour a day in supervision .....	155

## MONTHS TAUGHT.

Number of months taught by male teachers in graded schools .....	19,092
Number of months taught by female teachers in graded schools .....	106,070
Number of months taught by male teachers in ungraded schools .....	30,557
Number of months taught by female teachers in ungraded schools .....	48,730
Whole number of months taught .....	204,449

## SALARIES OF TEACHERS.

Highest monthly wages paid to male teachers .....	\$300 00
To female teachers .....	280 00
Lowest monthly wages paid to male teachers .....	12 50
To female teachers .....	8 00
Average monthly wages paid to male teachers .....	\$60 42
To female teachers .....	53 27
Average of all .....	\$50 12

## DISTRICT SCHOOL LIBRARIES.

Number of districts having libraries .....	4,141
Number of volumes bought during the year for district libraries .....	34,887
Whole number of volumes in district libraries .....	480,475

## PRIVATE SCHOOLS.

Number of private schools .....	785
Number of male pupils in private schools .....	73,559
Number of female pupils in private schools .....	71,601
Total number of pupils in private schools .....	145,160
Number of male teachers in private schools .....	1,342
Number of female teachers in private schools .....	2,566
Whole number of teachers in private schools .....	3,908

## ILLITERACY.

Number of persons between the ages of twelve and twenty-one years unable to read and write and the cause of such inability as reported.

Indigence of parents .....	20
Ill-health .....	41
Weakness of mind .....	89
Schools inaccessible .....	26
Neglect of parents .....	247
Mutes .....	37
Partially blind .....	47
Foreign birth .....	7
Blind, idiotic and insane .....	40
Unknown and other causes .....	23
Whole number of males .....	323
Whole number of females .....	254
Total.....	577

This report of illiteracy is untrustworthy, many of the counties not reporting any illiterates at all.

## FINANCIAL REPORT.

## THE DISTRIBUTABLE FUND.

<i>Dr.</i>	
Balance July 1, 1898.....	\$249,964 09
Income of township fund .....	827,025 65
Received from county superintendents.....	*946,797 40
Miscellaneous.....	5,453 44
Total.....	\$2,029,240 58
<i>Cr.</i>	
Incidental expenses of trustees and treasurers .....	\$10,729 99
Paid for publishing annual statement .....	4,899 46
Compensation of treasurers .....	152,816 04
Added to principal of township fund.....	1,505 03
Distributed to districts.....	1,549,534 63
Miscellaneous expenditures .....	42,176 84
Balance on hand June 30, 1899.....	267,578 59
Total.....	2,029,240 58

## DISTRICT ACCOUNTS.

RECEIPTS.	
Balance on hand July 1, 1898 .....	\$4,359,083 02
Received from distribution of trustees.....	1,549,534 03
Special district taxes received .....	15,614,150 43
Loans of district funds paid in .....	147,794 53
Amount received from pupils paying tuition .....	92,942 05
Amount received from sale of school property .....	13,674 15
Amount received from sale of district bonds issued for building purposes .....	598,023 85
Amount received from treasurers of other townships .....	138,422 69
Amount received from pupils transferred.....	4,192 29
Miscellaneous receipts .....	355,621 43
Errors in balances reported by township treasurers in 1898 .....	7,100 71
Total amount received during the year ending June 30, 1899 .....	\$22,885,545 18

\*This item includes State tax, income of State school fund, etc.

EXPENDITURES.	
Amount paid to male teachers in graded schools .....	\$1,857,582 99
Amount paid to male teachers in ungraded schools .....	1,152,065 28
Amount paid female teachers in graded schools .....	6,726,298 90
Amount paid female teachers in ungraded schools .....	1,554,478 19
Total amount paid teachers .....	\$11,290,425 36
Paid for new school houses .....	1,677,313 62
Paid for school sites and grounds .....	194,007 70
Paid for repairs and improvements .....	1,169,135 99
Paid for school furniture .....	173,646 91
Paid for school apparatus .....	76,042 77
Paid for books for poor children .....	48,338 46
Paid for books for district libraries .....	50,786 39
Paid for fuel and other incidental expenses .....	1,788,529 58
Paid district clerks for services .....	117,134 37
Paid interest on district bonds .....	258,131 67
Paid principal of district bonds .....	649,196 18
Paid tuition of pupils transferred .....	5,261 07
Paid treasurers of other townships .....	132,014 76
Miscellaneous expenditures .....	620,163 61
Errors in balances reported last year .....	4,402 88
Total expenditures for year ending June 30, 1899 .....	\$18,254,490 32
District funds loaned .....	45,323 06
Balance on hand June 30, 1899 .....	4,586,741 81
Total expenditures and balances .....	\$22,886,545 18

## DISTRICT TAX LEVY, MADE AUGUST, 1898.

Amount of district tax levy for support of schools .....	\$14,981,521 97
----------------------------------------------------------	-----------------

## TOWNSHIP FUND.

Amount loaned on personal security .....	\$1,797,107 89
Amount loaned on real estate security .....	3,842,982 04
Amount of school bonds held .....	305,903 62
Estimated value of 16th section lands held .....	7,914,951 60
Estimated value of other lands held .....	1,658,899 25
Cash on hand belonging to the township fund .....	456,381 39
Total amount of the fund .....	\$15,476,225 79

## SCHOOL LANDS.

Number of acres of school lands sold during the year .....	133.14
Number of acres remaining unsold .....	7,248.94
Net proceeds of 16th section lands sold during the year .....	\$1,762 34

## INCOME OF TOWNSHIP FUND.

Interest received from loans on personal security .....	\$117,959 83
Interest received from loans on real estate security .....	204,150 74
Interest received from school bonds .....	13,339 61
Rents received from real estate .....	491,575 47
Total income of township fund .....	\$827,025 65

## COUNTY FUND.

Amount loaned on personal security .....	\$52,194 22
Amount loaned on real estate security .....	90,279 21
Bonds held as part of the fund .....	1,151 18
Real estate held as part of the fund .....	1,060 00
Cash on hand belonging to the principal of the fund .....	14,885 35
Total amount of the fund .....	\$159,559 96
Amount of income received on county fund .....	\$7,923 10

## ESTIMATED VALUE OF SCHOOL PROPERTY.

Estimated value of school buildings and grounds.....	\$49,138,724 00
Estimated value of school libraries.....	501,041 00
Estimated value of school apparatus .....	702,545 00

## SCHOOL DEBT.

Amount of bonded school debt.....	\$5,954,203 05
-----------------------------------	----------------

## HIGH SCHOOLS.

Number of male pupils enrolled in first year class .....	6,394
Number of female pupils enrolled in first year class .....	9,230
Number of male pupils enrolled in second year class.....	4,622
Number of female pupils enrolled in second year class.....	6,393
Number of male pupils enrolled in third year class.....	2,693
Number of female pupils enrolled in third year class.....	4,594
Number of male pupils enrolled in fourth year class.....	1,505
Number of female pupils enrolled in fourth year class.....	3,137
Number of male pupils enrolled in fifth year class.....	320
Number of female pupils enrolled in fifth year class.....	333
Whole number of male pupils enrolled for the year .....	14,934
Whole number of female pupils enrolled for the year.....	23,696
Total number enrolled.....	38,630
Average number enrolled for the year.....	34,122
Number of male pupils graduated.....	1,578
Number of female pupils graduated.....	3,130
Total number of graduates.....	4,708
High school districts under special laws.....	38
*High school districts with boards of education, under the General Law.....	195
Township high schools under Section 38, Article III, of the School Law.....	15
High schools in districts with boards of directors, under the General Law.....	63
Total.....	311
High schools with a course of study of three years.....	88
High schools with a course of study of four years.....	218
High schools with a course of study of five years.....	5
High schools in session six months.....	1
High schools in session seven months.....	6
High schools in session eight months.....	101
High schools in session eight and one-half months.....	23
High schools in session nine months.....	121
High schools in session nine and one-half months.....	8
High schools in session ten months.....	51
Number of teachers employed.....	1,351
Highest monthly wages paid.....	\$300 00
Lowest monthly wages paid.....	10 00
Amount of incidental expenses.....	\$166,960 38
Amount of teachers' wages .....	\$1,119,539 96
Cost per pupil enrolled for tuition.....	\$29 98
Cost per pupil enrolled for tuition and incidental expenses.....	33 31
Cost per pupil on average enrollment for tuition.....	32 80
Cost per pupil on average enrollment for tuition and incidental expenses.....	37 70
Number of high schools having separate buildings.....	48
Estimated value of such buildings, grounds and furniture .....	\$2,801,060 00
Number of schools reporting libraries.....	292
Number of volumes in libraries .....	152,994
Value of libraries and apparatus .....	\$287,229 00
Amount of Endowments.....	\$1,970 00

\*Of this number 14 are in the city of Chicago.

## COUNTY SUPERINTENDENTS' REPORTS.

Places of examinations.....	236
Number of examinations.....	970
Number of males examined.....	6,140
Number of females examined.....	11,852
Total number examined.....	17,992
First grade certificates issued to males examined.....	857
Second grade certificates issued to males examined.....	3,510
First grade certificates issued to females examined.....	1,018
Second grade certificates issued to females examined.....	7,140
Male applicants rejected.....	1,785
Female applicants rejected.....	3,684
Total number rejected.....	5,469
First grade certificates renewed.....	1,537
Second grade certificates renewed.....	5,870
Different schools visited.....	10,890
Schools visited more than once.....	3,288
Schools not visited at all during the year.....	1,548
Ungraded schools not visited.....	1,196
Per cent of ungraded schools not visited.....	11.1
Average number of hours spent in each school visited.....	2.8
Days spent in school visitation.....	11,394
Days spent in examination.....	3,122
Days spent in institute work.....	722
Days spent in office work.....	11,559
Days spent in other official duties.....	1,817
Whole number of days' service.....	28,604
Number of public addresses delivered by county superintendents.....	390
Whole number of teachers' institutes held by county superintendents.....	110
Whole number of days' continuance of these institutes.....	585
Number of persons entitled to attend free.....	16,272
Number of other persons enrolled.....	1,131
Whole number of different persons enrolled.....	17,403
Number of public lectures delivered by others than the county superintendents.....	455
Teachers' meetings held in county (district or township) other than institutes.....	1,067

## FINANCIAL REPORT.

## DISTRIBUTABLE FUND.

<i>Dr.</i>	
Balance July 1, 1898, for distribution.....	\$9,909 85
Balance July 1, 1898, distributed, but not paid over.....	19,400 23
Balance July 1, 1898, for other purposes—	
From State Auditor.....	931,581 66
Income of county fund.....	7,929 10
From fines and forfeitures.....	9,331 81
Other receipts.....	700 63
Total.....	\$978,852 28
<i>Cr.</i>	
Paid township treasurers.....	\$946,797 40
Commissions charged.....	20,039 20
Amount paid for examinations of teachers.....	1,383 63
Other expenditures.....	1,727 41
Balance on hand June 30, 1899, held for distribution.....	8,120 77
Balance on hand June 30, 1899, distributed but not paid over.....	783 87
Total.....	\$978,852 28



## COMPENSATION.

Amount of per diem compensation from State Auditor.....	\$113,952 00
Amount of per diem expenses from State Auditor.....	11,453 00
Amount of commissions on moneys paid treasurers.....	18,946 67
Amount received as commissions on moneys loaned.....	1,126 06
Amount received as commissions on sales of school lands.....	64 99
<b>Total compensation .....</b>	<b>\$145,542 72</b>

## INSTITUTE FUNDS.

<i>Dr.</i>	
Balance of institute funds proper reported on hand July 1, 1898.....	\$20,532 35
From men who received first grade certificates.....	857 00
From women who received first grade certificates.....	1,016 00
From men who received second grade certificates.....	2,510 00
From women who received second grade certificates.....	7,158 00
From men rejected.....	1,786 00
From women rejected.....	2,694 00
From renewals of first grade certificates.....	1,537 00
From renewals of second grade certificates.....	5,670 00
From registration fees.....	1,131 00
<b>Total of institute funds proper from fees.....</b>	<b>\$47,081 35</b>
Balance of funds from any other sources reported—	
Held for institute purposes July 1, 1898.....	1,038 25
From county boards for support of institutes.....	236 00
From teachers (not institute fees) for institutes.....	2,298 99
From other sources for institutes.....	1,156 06
<b>Total from all sources for institutes.....</b>	<b>\$51,868 25</b>
<i>Cr.</i>	
Paid institute conductors and instructors from institute fund proper.....	\$22,582 48
Paid institute lecturers from institute fund proper.....	1,067 55
Paid incidental expenses of institutes from institute fund proper.....	4,694 16
<b>Total paid from institute fund proper for year ending June 30, 1899.....</b>	<b>\$28,344 19</b>
Paid institute conductors and instructors from other institute funds.....	1,496 25
Paid institute lecturers from other institute funds.....	39 30
Paid incidental expenses of institutes from other institute funds.....	308 96
<b>Total payments from institute funds for year ending June 30, 1899.....</b>	<b>\$30,187 70</b>
Commissions received by county treasurers.....	82 78
Balance of institute fund proper on hand June 30, 1899, being in the hands of the county treasurers.....	21,082 65
Balance of other institute funds on hand June 30, 1899.....	265 22
<b>Total expenditures and balances.....</b>	<b>\$51,868 25</b>

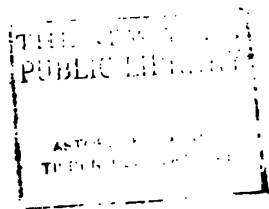
## SUMMARY OF STATISTICS FOR 1900.

### CENSUS OF MINORS.

Males under 21 in 1900.....	1,130,253
Males under 21 in 1898.....	1,127,333
<b>Increase in two years.....</b>	<b>2,871</b>
Females under 21 in 1900.....	1,110,091
Females under 21 in 1898.....	1,091,933
<b>Increase in two years.....</b>	<b>18,158</b>
Whole number under 21 years in 1900.....	2,240,345
Whole number under 21 years in 1898.....	2,219,316
Whole number under 21 years in 1890.....	1,500,255
<b>Increase in two years.....</b>	<b>21,029</b>
<b>Increase in twenty years.....</b>	<b>740,090</b>



PLATE I.







## CENSUS OF PERSONS OF SCHOOL AGE.

Males between 6 and 21 in 1900 .....	804,857
Males between 6 and 21 in 1898 .....	772,629
Increase in two years .....	32,228
Females between 6 and 21 in 1900 .....	784,038
Females between 6 and 21 in 1898 .....	752,813
Increase in two years .....	31,225
Whole number between 6 and 21 in 1900 .....	1,588,895
Whole number between 6 and 21 in 1898 .....	1,525,442
Whole number between 6 and 21 in 1890 .....	1,010,851
Increase in two years .....	63,453
Increase in twenty years .....	578,044

## ENROLLMENT.

	1900.	1898.
Males enrolled in graded schools .....	303,024	291,599
Increase in two years .....	11,425	
Females enrolled in graded schools .....	309,361	294,444
Increase in two years .....	14,917	
Total enrollment in graded schools .....	612,385	586,043
Increase in two years .....	26,342	
Males enrolled in ungraded schools .....	180,768	155,036
Decrease in two years .....	4,266	
Females enrolled in ungraded schools .....	165,758	168,084
Decrease in two years .....	2,326	
Total enrollment in ungraded schools .....	346,526	323,120
Decrease in two years .....	6,594	

	1900.	1898.	1890.
Total enrollment .....	958,911	939,163	704,041
Increase in two years .....	19,748		
Increase in twenty years .....	254,870		
Males enrolled .....	483,792	476,635	362,733
Females enrolled .....	475,119	462,528	341,308
Increase in males in twenty years .....	121,059		
Increase in females in twenty years .....	133,811		
Per cent of school age enrolled .....	60.3	61.5	69.6

## AVERAGE DAILY ATTENDANCE.

	1900.	1898.	1890.
Average daily attendance .....	737,576	729,227	431,638
Increase in two years .....	8,349		
Increase in twenty years .....	305,938		

The enrollment has increased in two years .....	2.12 per cent
The enrollment has increased in twenty years .....	36.1 "
The average daily attendance has increased in two years .....	1.14 "
The average daily attendance has increased in twenty years .....	40.8 "

	1900.	1898.	188
Per cent of children enrolled in daily attendance .....	76.9	77.6	
Average number of days each pupil enrolled attended school .....	123.3	123.2	

## DAILY ATTENDANCE,

	1900.	1898.	188
Days attendance in graded schools .....	87,483,499	83,982,150	.....
Days attendance in ungraded schools .....	30,523,838	31,746,165	.....
Total days of attendance .....	118,307,337	115,728,315	64,74
Increase in two years .....			2.57
Increase in twenty years .....			52.56

## SCHOOL DISTRICTS.

	1900.	1898.	1
Districts having no school .....	19	17	
Increase in two years .....	2		
Decrease in twenty years .....	86		
Districts having school less than six months .....	96	28	
Increase in two years .....	68		
Districts having school six months or more .....	11,656	11,575	1
Increase in two years .....	81		
Total number of districts .....	11,771	11,620	1
Increase in two years .....	151		
Increase in twenty years .....	172		

## SCHOOL HOUSES.

	1900.	1898.	11
Number of stone school houses .....	187	189	
Number of brick school houses .....	1,804	1,812	
Number of frame school houses .....	10,796	10,709	
Number of log school houses .....	22	30	
Total .....	12,609	12,740	1
Increase in two years .....	69		
Increase in twenty years .....	926		
Number of school houses built .....	180		

## \*HIGH SCHOOLS.

	1900.	1898.	188
Number of high schools .....	321	299	

\* Tables of high school statistics may be found elsewhere in this report.

## TEACHERS.

It should be remembered that in this report, as in the school reports of this State which have preceded it, the number of schools is reckoned as the number of buildings occupied by schools. If, as is done in the school reports of many states, the number of schools were reckoned as the number of rooms occupied by teachers, with pupils in their charge, the number would be increased from 12,797 to 23,902. Schools with two or more teachers are called graded schools, and the term "graded school," as used in this report, includes the high schools.

	1900.	1898.	1890.
Number of graded schools.....	2,082	2,010	1,081
Increase in two years..... 72			
Number of ungraded schools.....	10,715	10,723	10,933
Decrease in two years..... 8			
Total number of schools.....	12,797	12,733	11,964
Increase in two years..... 64			
Increase in twenty years..... 833			

## DURATION OF SCHOOLS.

	1900.	1898.	1890.
Months graded schools were in session.....	18,028	17,142	8,669
Increase in two years..... 886			
Months ungraded schools were in session.....	79,783	79,146	76,370
Increase in two years..... 637			
Months schools were in session.....	97,811	96,288	85,039
Increase in two years..... 1,523			
Average number of months schools were in session.....	7.6	7.5	7.1

In some of the states, each room with its teacher and pupils, instead of each building, is counted as a school. If this were the way of counting in our State, the average length of the school term in months would be lengthened; because the longer terms of graded schools, if counted for each of the rooms, instead of being counted only once for each building, would increase the figures of the general average.

## NUMBER OF TEACHERS.

	1900.	1898.
Number of male teachers in graded schools.....	2,346	2,079
Number of female teachers in graded schools.....	11,848	10,960
Number of male teachers in ungraded schools.....	4,604	4,639
Number of female teachers in ungraded schools.....	7,515	7,589
Number of male teachers.....	6,950	6,718
Number of female teachers.....	19,363	18,549
Whole number of teachers.....	26,313	25,267
Increase in number of male teachers in two years.....	232	
Increase in number of female teachers in two years.....	814	
Increase in number of teachers in two years.....	1,046	



In this report the aim has been to give the number of persons actually employed as teachers in the State. When the same person has taught two or more schools in the course of the same year, that fact has been considered, and such person has been counted as one, and not as two or more, as has been done in the reports of Illinois sometimes, and as is done yet, frequently, in the reports of other states. A similar computation in this report would show a total of 26,964 teachers in Illinois.

## CITY SUPERINTENDENTS.

	1900.	1898.
Number who spend all their time in supervision.....	53	46
Number who teach one-third of their time.....	49	110
Number who teach two-thirds of their time.....	108	73
Number who spend one hour a day in supervision.....	170	157

## MONTHS TAUGHT IN GRADED SCHOOLS.

	1900.	1898.
By male teachers.....	20,039	18,254
By female teachers.....	110,156	120,244
Total .....	130,195	120,498

## INCREASE IN TWO YEARS IN NUMBER OF MONTHS TAUGHT.

By male teachers.....	1,785
By female teachers .....	7,912
Total increase.....	9,697

## MONTHS TAUGHT IN UNGRADED SCHOOLS.

	1900.	1898.
By male teachers.....	30,410	30,935
By female teachers .....	49,453	48,175
Total .....	79,863	79,110

Decrease in number of months taught by male teachers.....	525
Increase in number of months taught by female teachers.....	1,279
Total increase.....	753

## WHOLE NUMBER OF MONTHS TAUGHT.

	1900.	1898.
By male teachers.....	50,449	49,189
By female teachers.....	158,608	150,419
Total.....	210,058	199,608
Increase in number of months by male teachers in two years.....	1,260	
Increase in number of months by female teachers in two years.....	9,190	
Total increase in two years.....	40,450	

## WAGES PAID.

	1900.	1898.	1890.
Highest monthly wages paid male teachers.....	\$350 00	\$300 00	\$235 00
Highest monthly wages paid female teachers.....	240 00	280 00	165 00
Lowest monthly wages paid male teachers.....	12 50	12 00	10 00
Lowest monthly wages paid female teachers.....	12 00	12 00	10 00
Average monthly wages paid male teachers.....	60 34	60 87	41 92
Average monthly wages paid female teachers.....	52 45	51 84	31 80

## DISTRICT SCHOOL LIBRARIES.

	1900.	1898.	1890.
Number of districts reporting libraries.....	4,867	3,515	960
Number books bought.....	55,252	43,161	6,665
Whole number of books in libraries.....	535,818	430,581	57,726
Increase in number of books in two years.....	105,247		
Increase in number of books in twenty years.....	478,092		

## PRIVATE SCHOOLS.

	1900.	1898.	1890.
Number reported.....	965	808	661
Increase in two years.....	157		
Increase in twenty years.....	304		
Number of male pupils.....	69,410	72,714	29,890
Number of female pupils.....	73,086	70,581	30,550
Whole number of pupils.....	142,496	143,295	60,440
Decrease in two years.....	799		
Increase in twenty years.....	82,066		
Number of male teachers.....	1,297	1,314	622
Number of female teachers.....	2,589	2,554	875
Whole number of teachers.....	3,886	3,868	1,497
Increase in two years.....	20		
Increase in twenty years.....	2,389		

**NUMBER OF PERSONS BETWEEN THE AGES OF 12 AND 21 YEARS UNABLE TO  
READ AND WRITE, AND CAUSES THEREFOR.**

YEAR.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Indigence .....	Ill-health .....	Mental weakness .....	Inaccessibility of schools .....	Negligence of parents .....	Mutes .....	Blind or partially blind .....	Foreign birth .....	Idiotic and insane .....	Other causes .....	Males .....	Females .....	Total .....
1900.....	57	100	164	30	271	85	67	36	56	72	515	423	938
1890.....	440	399	311	78	823	286	195	714	120	340	1,834	2,782	3,706
1880.....	326	214	356	176	2,553	58	22	39	.....	301	2,350	1,695	4,045

This report of illiteracy is untrustworthy, many of the counties not reporting any illiterates at all.

**FINANCIAL REPORT.**

**THE DISTRIBUTABLE FUND.**

To this fund belong all moneys received by the treasurer, and held for the payment of the incidental expenses of his office and his salary, the remainder being distributed by the trustees in April and October, and passed to the credit of the districts.

<i>Dr.</i>		
Balance July 1, 1899 .....		\$267,578 59
Income of township fund .....		900,183 94
Received from county superintendents .....		*925,286 67
Miscellaneous .....		10,267 20
<b>Total .....</b>		<b>\$2,103,315 40</b>
<i>Cr.</i>		
Incidental expenses of trustees and treasurers .....		\$11,158 77
Paid for publishing annual statements .....		5,460 06
Compensation of treasurers .....		153,775 37
Added to principal of township fund .....		1,698 01
Distributed to districts .....		1,543,522 77
Miscellaneous expenditures .....		9,281 81
Balance on hand June 30, 1900 .....		378,418 59
<b>Total .....</b>		<b>\$2,103,315 40</b>

For a comparison with former years these items are selected:

	1900.	1898.	1890.
Incidental expenses .....	\$11,158 77	\$12,197 23	\$12,901 76
Publishing annual statements .....	5,460 06	5,372 92	6,073 92
Compensation of treasurers .....	153,775 37	153,841 13	153,847 28

\*This item includes State tax, income of school fund, etc.



Paid for books for libraries, 1900.....	23,425 07
.. .. 1890.....	16,940 62
.. .. 1890.....	7,336 75
Paid for books for poor children, 1900.....	25,963 83
.. .. 1890.....	42,491 42
.. .. 1890.....	21,410 59
Total expenditures by districts, 1900.....	18,167,219 32
.. .. 1890.....	12,137,281 24
.. .. 1890.....	7,531,941 79
Amount of bonded debt of districts, 1900.....	5,564,929 55
.. .. 1890.....	4,288,806 84
.. .. 1890.....	3,406,304 14
Amount received from bonds issued, 1900.....	590,769 14
.. .. 1890.....	503,918 20
.. .. 1890.....	339,837 92
Paid on principal of bonds, 1900.....	569,976 22
.. .. 1890.....	457,551 38
.. .. 1890.....	517,850 06
Paid interest on bonds, 1900.....	239,704 68
.. .. 1890.....	250,880 52
.. .. 1890.....	326,321 66

The cost to the people of maintaining the public schools of the State, and the other educational institutions of the State, which are allied to the public school system, may be estimated as follows:

Total expenditures by districts.....		\$18,167,219 32
Deduct—		
Paid other treasurers, which is only a transfer.....	\$140,745 98	
Paid on account of pupils transferred.....	9,610 01	
Paid on bonds refunded—low estimate.....	150,000 00	
		300,355 99
Net expenditures by districts.....		\$17,866,863 33
Paid to township treasurers.....		153,776 37
Incidental expenses of trustees and treasurers.....		11,158 77
Total compensation of county superintendents.....		148,782 10
Incidental expenses of county superintendents, including salary of assistants.....		31,694 32
County appropriations for institutes.....		365 00
Expenses of State superintendency.....		10,820 00
State appropriation for Illinois State Normal University—		
Current expenses.....	\$39,283 13	
Improvements.....	5,390 00	
		44,673 13
Southern Illinois Normal University—		
Current expenses.....	\$33,066 35	
Improvements.....	5,375 00	
		38,381 35
Northern Illinois Normal School—		
Current expenses.....	\$23,000 00	
Buildings and improvements.....	98,236 00	
		131,339 00
Eastern Illinois Normal School—		
Current expenses.....	\$33,000 00	
Buildings and improvements.....	46,000 00	
		79,000 00
University of Illinois—		
Current expenses.....	\$165,200 00	
Buildings and improvements.....	164,600 00	
		\$329,200 00
Total.....		\$18,846,062 37

To meet this we have—

Income of funds held by the State.....	\$69,924 43
Income of county funds.....	8,434 39
Income from fines and forfeitures.....	15,425 81
Income of township funds.....	900,183 94
Income from tuition fees.....	100,489 86
Income from sale of school property.....	21,557 54
Income from sale of bonds issued in addition to the refunding bonds already deducted.....	590,769 14
Total.....	\$1,796,786 11





PLATE III.







PLATE IV.

Deducting the sum of these leaves a balance of \$17,139,267.26, which is met by taxation. This amount is 1.79 per cent on the assessed value of the property of the State, as fixed by the State Board of Equalization.

But this is not the whole of our expenditures for schools. The Illinois Institution for the Education of the Deaf and Dumb, the Illinois Institution for the Education of the Blind, the Illinois Asylum for Feeble-Minded Children, and the Soldiers' Orphans' Home are institutions of an educational rather than of a custodial character, and they may properly be considered a part of the public school system of the State. Besides, when the cost of the school system to the people is considered, it should be remembered that the assessment and the collection of taxes are made at considerable expense, amounting, probably, at a low estimate, to 3 per cent. on the amount collected.

There must be added, then, to the amount given above.....	\$17,139,267 26
Expended by the Institution for the Deaf and Dumb.....	122,396 94
Expended by the Institution for the Blind .....	69,760 33
Expended by the Institution for the Feeble-Minded.....	222,367 45
Expended by the Soldiers' Orphans' Home.....	88,418 19
<b>Total.....</b>	<b>\$17,642,200 17</b>
And cost of assessment and collection, estimated at 3 per cent.....	529,266 00
<b>Total.....</b>	<b>\$18,171,466 17</b>

This last sum is approximately the whole amount of money raised by taxation and expended directly and indirectly in support of public schools, and is 1.90 per cent on the assessed valuation of the property of the State.

If to this amount.....	\$18,171,466 17
We add again the amount received from other sources as noted above.....	1,706,785 11
And the income of the funds of the University of Illinois, held by the State..	41,457 51
<b>We have a grand total of public moneys expended for public schools this last school year.....</b>	<b>\$19,919,708 79</b>

#### Estimated value of school property—

School buildings and sites.....	\$46,012,929 00
School libraries.....	535,530 00
School apparatus.....	768,630 00
<b>Total.....</b>	<b>\$47,317,089 00</b>
This does not include the value of the buildings, grounds, apparatus and libraries held by the State educational institutions. The estimated value of these is:	
Illinois State Normal University.....	336,000 00
Southern Illinois Normal University.....	400,000 00
Northern Illinois Normal School.....	300,000 00
Eastern Illinois Normal School.....	220,000 00
University of Illinois.....	1,365,000 00
Institution for the Deaf and Dumb.....	474,000 00
Institution for the Blind.....	270,000 00
Institution for the Feeble Minded.....	447,000 00
Illinois Soldiers' Orphans' Home.....	274,000 00
<b>Total.....</b>	<b>\$51,403,089 00</b>

Which is the total value of the property belonging to the public schools and the State educational institutions, not including permanent funds.

## TOWNSHIP FUND.

## CASH ACCOUNT.

<i>Dr.</i>		
Cash on hand July 1, 1899 .....		\$456,381 39
Received from investments paid off .....		925,809 35
Received from sales of real estate .....		18,884 51
Added from distributable fund .....		1,714 03
Cash additions from other sources .....		13,820 17
<b>Total .....</b>		<b>\$1,416,609 45</b>
<i>Cr.</i>		
Loans made .....		\$849,753 87
Losses of cash .....		1,877 82
Cash on hand June 30, 1900 .....		564,977 76
<b>Total .....</b>		<b>\$1,416,609 45</b>

## INVESTMENT AND REAL ESTATE ACCOUNT.

Loans, bonds and real estate July 1, 1899 .....		\$15,019,844 40
Add Loans made on personal security .....		298,197 26
Add loans made on real estate security .....		521,383 93
Bonds bought .....		28,900 00
Real estate acquired .....		3,000 00
Increase in value of investments and real estate .....		7,618 34
<b>Total .....</b>		<b>\$15,878,943 93</b>
Deduct loans on personal security paid off or put into real estate .....	\$362,936 25	
Deduct loans on real estate paid off or put into real estate .....	528,139 49	
Deduct bonds paid off .....	35,844 61	
Deduct real estate sold .....	18,884 51	
Deduct depreciation in loans on real estate .....	195 12	
Deduct depreciation in loans on personal security .....	4,201 31	
Deduct depreciation in value of real estate .....	308 68	
		<b>\$950,599 97</b>
Loans, bonds and real estate June 30, 1900 .....		<b>\$14,928,433 96</b>
Decrease in investments .....		91,410 44

## BALANCE SHEET.

<i>Dr.</i>		
Cash on hand July 1, 1899 .....		\$456,381 39
Investments and real estate July 1, 1899 .....		15,019,844 40
Cash additions .....		15,542 10
Increase in value of investments and real estate .....		9,490 44
<b>Total .....</b>		<b>\$15,501,258 33</b>
<i>Cr.</i>		
Loans on personal security .....		\$1,672,522 01
Loans on real estate .....		3,879,103 26
Bonds .....		308,492 05
Sixteenth section lands .....		7,915,383 84
Other lands .....		1,656,196 49
Losses of cash .....		1,877 82
Losses on investments and real estate .....		4,706 11
Cash on hand June 30, 1900 .....		564,977 76
<b>Total .....</b>		<b>\$15,501,258 33</b>

## Deducting Losses we have:

	1900.	1898.
Township fund .....	\$15,494,675 40	\$15,479,457 42
Increase in two years .....	17,217 96	
<b>INCOME.</b>		
Interest on loans on personal security .....	117,431 56	123,396 91
Interest on loans on real estate .....	208,176 26	211,347 88
Rents of real estate .....	561,086 66	464,062 76
Interest on bonds .....	13,489 46	13,475 23
Total .....	\$900,183 94	\$812,302 78
	1900.	1890.
Total income.....	\$900,183 94	\$642,227 87
		1880.
		\$515,259 51

The income of the township fund in 1900 is a little more than 5.81 per cent. of the total fund, and is a little more than 4.95 per cent. of the expenditures by school districts.

## HIGH SCHOOLS.

	1900.	1898.
No. of male pupils enrolled in the first-year class .....	6,332	6,172
No. of female pupils enrolled in the first-year class .....	9,022	8,548
No. of male pupils enrolled in the second-year class .....	4,093	4,053
No. of female pupils enrolled in the second year class .....	6,463	6,096
No. of male pupils enrolled in the third-year class .....	2,749	2,460
No. of female pupils enrolled in the third-year class .....	4,869	4,369
No. of male pupils enrolled in the fourth-year class .....	1,604	1,817
No. of female pupils enrolled in the fourth-year class .....	3,168	2,827
No. of male pupils enrolled in the fifth-year class .....	158	109
No. of female pupils enrolled in the fifth-year class .....	300	211
Whole number of male pupils enrolled .....	14,936	14,111
Whole number of female pupils enrolled .....	23,822	22,053
Total .....	38,758	36,164
Average number enrolled .....	32,577	31,763
No. of male pupils graduated .....	1,698	1,538
No. of female pupils graduated .....	3,250	2,803
Total .....	4,948	4,341
*High schools in districts under Special Law .....	38	52
High schools in districts under the General Law .....	201	180
Township high schools under the General Law .....	16	13
Township high school under the Special Law .....	1	
High schools in districts with boards of directors under the General Law .....	65	54
Total .....	321	299
High schools with course of study of three years .....	93	69
High schools with course of study of four years .....	224	204
High schools with course of study of five years .....	4	6
High schools in session seven months .....	6	6
High schools in session seven and one-half months .....	2	1
High schools in session eight months .....	114	95
High schools in session eight and one-half months .....	19	20
High schools in session nine months .....	126	118
High schools in session nine and one-half months .....	11	8
High schools in session ten months .....	43	50
Number of teachers employed .....	1,403	1,222
Highest monthly wages paid .....	\$350 00	\$300 00
Lowest monthly wages paid .....	15 00	20 00
Amount of incidental expenses .....	214,387 57	124,977 33
Amount of teachers' wages .....	1,138,886 85	1,012,647 99
Cost of pupil enrolled for tuition .....	29 33	28 00
Cost of pupil enrolled for tuition and incidental expenses .....	34 86	31 45
Cost of pupil on average enrollment for tuition .....	34 89	31 88
Cost of pupil on average enrollment for tuition and expenses .....	41 47	35 81
Number of high schools having separate buildings .....	46	
Estimated value of such buildings, grounds and furniture .....	\$3,514,547 00	\$2,655,852 00
Number of schools reporting libraries .....	309	286
Number of volumes in libraries .....	166,695	141,625
Value of libraries and apparatus .....	\$230,249 00	\$272,382 00
Amount of endowments .....	1,500 00	1,500 00

\*The high schools in Chicago have been counted in previous reports as belonging to this class.

# GRADED AND UNGRADED SCHOLS COMPARED.

	1900.	1898.
Per cent of schools graded .....	16 2	15.8
Per cent of schools ungraded .....	83.8	84.2
Average terms of graded schools (months) .....	8.6	8.5
Average terms of ungraded schools (months) .....	7.4	7.3
Per cent of teachers employed in graded schools .....	52.8	50.3
Per cent of teachers employed in ungraded schools .....	47.2	49.7
Per cent of months taught in graded schools .....	61.9	60.3
Per cent of months taught in ungraded schools .....	38.1	39.7
Per cent of pupils enrolled in graded schools .....	63.9	62.4
Per cent of pupils enrolled in ungraded schools .....	36.1	37.6
Per cent of whole number of days' attendance credited to graded schools .....	73.9	72.6
Per cent of whole number of days' attendance credited to ungraded schools .....	26.1	27.4
Per cent of children enrolled in graded schools in daily attendance, approximate .....	79	80.2
Per cent of children enrolled in ungraded schools in daily attendance, approximate .....	57.2	58.5
Average number of days each pupil enrolled in graded schools attends school .....	142.8	143.3
Average number of days each pupil enrolled in ungraded schools attends school .....	89	89.8

## AVERAGE MONTHLY WAGES.

	1900.	1898.
Of male teachers in graded schools .....	\$93 83	\$95 96
Of male teachers in ungraded schools .....	38 31	40 38
Of female teachers in graded schools .....	61 57	61 11
Of female teachers in ungraded schools .....	32 18	32 15

## COST OF TUITION PER PUPIL.

	1900.	1898
In graded schools on enrollment .....	\$14 14	\$13 64
In ungraded schools on enrollment .....	7 95	7 92

## COST PER PUPIL PER DAY FOR TUITION.

	1900.	1898.
In graded schools .....	\$0 099	\$0 095
In ungraded schools .....	089	089

## COST PER CHILD ON SCHOOL CENSUS.

	1900.	1890.	1890.
For tuition .....	\$7 18	\$6 20	\$4 58
On amount raised by local taxes .....	10 01	7 58	.....
On amount raised by local and State taxes .....	10 64	8 51	6 61
On total expenditures .....	11 43	10 43	7 25

## ON ENROLLMENT.

	1900.	1890.	1880.
For tuition .....	\$11 90	\$9 26	\$6 51
On amount raised by local taxes .....	16 59	11 34	.....
On amount raised by local and State taxes .....	17 63	12 72	9 49
On total expenditures .....	18 94	15 51	10 41

## ON AVERAGE DAILY ATTENDANCE.

	1900.	1890.	1880.
For tuition .....	\$15 48	\$13 90	\$10 62
On amount raised by local taxes .....	21 57	16 40	.....
On amount raised by local and State taxes .....	22 92	18 40	15 48
On total expenditures .....	24 63	22 54	16 97

Or, grouping the same in another way—

## FOR TUITION.

	1900.	1890.	1880.
On persons of school age .....	\$7 18	6 20	\$4 53
On enrollment .....	11 90	9 26	6 51
On average daily attendance .....	15 48	13 39	10 62

## FOR AMOUNT RAISED BY LOCAL TAXES.

	1900.	1890.	1880.
On persons of school age .....	\$10 01	\$7 58	.....
On enrollment .....	16 59	11 34	.....
On average daily attendance .....	21 57	16 40	.....

## FOR AMOUNT RAISED BY STATE AND LOCAL TAXES.

	1900.	1890.	1880.
On persons of school age .....	\$10 64	\$8 51	\$6 61
On enrollment .....	17 63	12 72	9 49
On average daily attendance .....	22 92	18 40	15 48

## FOR TOTAL EXPENDITURES.

	1900.	1890.	1880.
On persons of school age .....	\$11 43	\$10 43	\$7 25
On enrollment .....	18 94	15 51	10 41
On average daily attendance .....	24 63	22 54	16 97

# COUNTY SUPERINTENDENTS' REPORTS.

	1900.	1899.	1898.
Places of examination .....	241	324	327
Number of examinations .....	902	1,436	2,302
Number of males examined .....	5,816	5,781	9,728
Number of females examined .....	12,274	12,026	13,908
Total number examined .....	18,090	17,807	23,636
First grade certificates to males .....	877	718	1,890
Second grade certificates to males .....	3,394	3,897	7,838
First grade certificates to females .....	985	775	1,834
Second grade certificates to females .....	7,222	8,214	12,074
Male applicants rejected .....	1,558	1,169	2,949
Female applicants rejected .....	4,074	3,033	4,680
Total number rejected .....	5,632	4,202	7,629
First grade certificates renewed .....	1,427	1,845	964
Second grade certificates renewed .....	5,825	4,770	3,233
Different schools visited .....	11,487	10,999	4,134
Schools visited more than once .....	3,655	3,595	786
Schools not visited at all during the year .....	1,316	1,157	7,867
Ungraded schools not visited during the year .....	712	929	.....
Per cent of ungraded schools not visited .....	7.1	8.6	.....
Average number of hours spent in each school .....	2.7	3.1	3.5
Days spent in school visitation .....	12,405	11,878	3,164
Days spent in examination .....	3,179	3,540	3,404
Days spent in institute work .....	726	1,013	1,141
Days spent in office work .....	11,522	9,313	5,472
Days spent in other official duties .....	1,600	1,656	2,068
Whole number of days of service .....	29,432	27,420	15,349
Number of public addresses delivered by county superintendents .....	451	460	302
Whole number of institutes held by county superintendents .....	121	133	225
Whole number of days of continuance of these institutes .....	703	978	1,275
Number of persons enrolled entitled to attend free .....	16,439	13,541	.....
Number of other persons enrolled .....	1,323	2,061	.....
Whole number of different persons enrolled .....	17,762	15,602	.....
Number of public lectures delivered by others than the county superintendent .....	545	477	213
Teachers' meetings held in county (district or township) other than institutes .....	1,451	889	693

## FINANCIAL REPORT.

### DISTRIBUTABLE FUND,

<i>Dr.</i>		
Balance, July 1, 1899, for distribution .....		\$3,137 47
Balance, July 1, 1899, distributed but not paid over .....		680 04
Balance, July 1, 1899, for other purposes—		
From State Auditor .....		929,371 91
Income of county fund .....		8,434 39
From fines and forfeitures .....		15,425 81
Other receipts .....		194 47
Total .....		\$962,244 09
<i>Cr.</i>		
Paid township treasurers .....		\$925,296 67
Amount of all commissions charged .....		19,440 19
Paid for advertising examinations of teachers .....		1,194 16
Other expenditures .....		1,866 15
Balance June 30, 1900, for distribution .....		12,402 47
Balance, June 30, 1900, distributed but not paid over .....		2,555 45
Total .....		\$962,244 09

## INSTITUTE FUND.

<i>Dr.</i>	
Balance of institute fund proper, reported July 1, 1899.....	\$21,082 65
From men who received first grade certificates.....	877 00
From men who received second grade certificates.....	3,394 00
From women who received first grade certificates.....	985 00
From women who received second grade certificates.....	7,222 00
From men rejected.....	1,558 00
From women rejected.....	4,074 00
From renewals of first grade certificates.....	1,427 00
From renewals of second grade certificates.....	5,425 00
From registration fees.....	1,323 00
Total institute fund proper from fees.....	\$47,767 65
Balance of fund from any other sources reported, held for institute purposes, July 1, 1899.....	265 22
From county board for support of institutes.....	365 00
From teachers (not institute fees) for institutes.....	1,850 45
From other sources for institutes.....	755 14
Total from all sources for institutes.....	\$51,003 46
<i>Cr.</i>	
Paid institute conductors and instructors from institute fund proper.....	\$23,252 67
Paid institute lecturers from institute fund proper.....	790 97
Paid incidental expenses of institute from institute fund proper.....	4,560 42
Total paid from institute fund proper for year ending June 30, 1900.....	\$28,904 06
Paid institute conductors and instructors from other institute funds.....	1,172 30
Paid institute lecturers from other institute funds.....	60 60
Paid incidental expenses from other institute funds.....	364 51
Total payments from institute funds for year ending June 30, 1900.....	\$30,521 47
Commission retained by county treasurer.....	116 97
Balance of institute fund proper on hand, June 30, 1900, being in the hands of the county treasurer.....	20,304 70
Balance of other institute funds on hand, June 30, 1900.....	60 82
Total expenditures and balances.....	\$51,003 46

## COMPENSATION.

Per diem services rendered.....	\$117,108 00
Per diem expenses from State Auditor.....	12,280 00
Commissions on moneys distributed to treasurers.....	18,506 56
Commissions on moneys loaned.....	882 49
Commissions on sales of school lands.....	5 06
Total compensation.....	\$148,782 10

## COUNTY FUND.

Loans on personal security.....	\$47,304 64
Loans on real estate.....	95,916 08
Bonds.....	500 00
Real estate.....	2,154 55
Cash on hand June 30, 1900.....	13,619 05
Total.....	\$159,494 27
Income of the fund.....	8,434 39



## PERMANENT SCHOOL FUNDS.

The following is a statement of the permanent school funds, the income alone of which can be expended for school purposes.

School Fund Proper, being three per cent on the net proceeds of the sales of the public lands in the State, one-sixth part excepted .....		\$613,362 96
Surplus Revenue, being a portion of the money received by the State from the General Government, under an act of Congress providing for the distribution of the surplus revenue of the United States, and by act of the Legislature, March 4, 1837, made a part of the common school fund .....		335,592 32
College Fund, being one-sixth part of the three per cent fund originally required by act of Congress to be devoted to the establishment and maintenance of a State college or university .....		156,613 32
Seminary Fund, being the proceeds of the sales of the "Seminary Lands" originally donated to the State by the General Government for the founding and support of a State seminary .....		59,538 72
County Funds, created by act of the Legislature, February 7, 1835, which provided that the teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be called the "County School fund" .....		159,494 27
Township Funds, being the net proceeds of the sale of the 16th section in each Congressional township of the State, the same having been donated to the State for common school purposes by act of Congress in 1818, and of additions thereto .....	\$5,923,095 07	
To which add value of school lands unsold and other lands. This valuation is moderate .....	9,571,580 33	15,494,675 40
University of Illinois Fund, being proceeds of sales of lands received by "An act donating public lands to several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts," passed by Congress July 2, 1862—		
From sales of land scrip and located lands, made a State liability by act approved June 11, 1897 .....	\$501,992 23	
Land contracts and unsold lands (estimate) .....	108,000 00	609,992 23
Total .....		\$17,429,569 22

## COMPARATIVE TABLES.

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The figures in the first of the following tables, by comparing one county with another, show some interesting facts in regard to length of school term, per cent of children of school age enrolled, per cent of children enrolled in daily attendance, the average number of days each pupil enrolled in either the graded or the ungraded schools was in school, and in regard to the average wages of male and of female teachers. The table also shows the cost per pupil for tuition, or for teachers' wages; for amount raised by State and local taxation; and for total expenditures; the cost per pupil being shown under each head on the basis of the number of persons of school age, number enrolled, and number in daily attendance. It further shows the cost per pupil for teachers' wages each day, and the amount raised by State and local taxation on each \$100 of the taxable property in the State, as adjusted by the State Board of Equalization.

A better comprehension of the figures in this table may be had by remembering the following suggestions. A county may have a low per cent in column 3, showing the per cent of the children of school age enrolled in school, and yet, in column 4, showing the per cent of the children enrolled who were in daily attendance, and in column 7, showing the number of days each pupil enrolled was in school, it may be far above the average. The condition of education in any county can not be judged alone by the figures in any one column, for by themselves they may be very misleading. For example, only 42.1 per cent of the children of school age in Cook county were enrolled in the public schools, that being the lowest per cent shown by any county in the State in column 3. But the per cent of pupils enrolled during the year in daily attendance, shown by that county in column 4, was 77.2, only six other counties in the State having a higher per cent of pupils in daily attendance; and the number of days which each pupil attended school, column 7, was 154.1, the next highest county being Kane, with 141.0 days, while the average for the State was 123.3.

In column 1 is shown the average term of school, and in columns 10 to 21 is shown the cost per pupil based on the census, enrollment, etc. While the figures in this column for some county may be low, it would not be just to infer that the people of that county are indifferent about their schools, without seeing in column 23 the rate at which they are taxing themselves to support public education.

By the second table a very accurate conception of the growth of the school system of the State for the last forty-five years can be had, as the statistics show the condition of the schools in many respects at intervals of five years from 1855 to 1880; and at shorter intervals since. The statistics for 1855 are so incomplete as to be almost valueless for comparison.

TABLE I—Comparative Statistics for 1900.

COUNTIES.	1	2	3	4	5	6	7	8	9
	Average length of school in days.....	Average daily attendance during the year.	Per cent of children of school age enrolled during the year.....	Per cent of pupils enrolled during the year in daily attendance...	Average number of days pupils enrolled were in school.			Average monthly wages paid male teachers ...	Average monthly wages paid female teachers.
					Average for graded schools .....	Average for ungraded schools .....	Average for all schools..		
Adams.....	157.9	9,700	62.2	72.5	131.5	93.0	116.1	948.05	941.05
Alexander.....	134.6	3,096	59.5	77.1	137.9	59.8	103.7	53.54	46.05
Bond.....	146.1	3,025	77.4	67.3	113.0	59.1	103.7	42.22	46.55
Boone.....	171.3	2,576	86.1	71.6	133.1	104.4	123.0	56.22	37.10
Brown.....	157.5	1,864	76.0	69.2	167.4	92.2	107.4	37.17	33.33
Bureau.....	166.1	6,189	72.7	70.9	134.5	99.0	117.8	67.02	33.60
Calhoun.....	140.0	1,093	71.7	63.1	84.8	70.2	83.9	40.36	34.05
Carroll.....	162.1	3,374	80.4	79.3	146.5	105.9	128.9	48.63	37.33
Cass.....	157.7	3,128	82.7	72.8	137.0	92.1	114.9	61.43	40.76
Champaign.....	165.4	8,063	78.6	73.0	134.9	104.8	120.7	51.94	49.08
Christian.....	164.0	6,311	61.0	63.3	116.4	94.8	105.1	50.22	38.65
Clark.....	134.6	3,910	52.5	61.4	120.1	69.5	95.0	37.61	28.29
Clay.....	134.8	3,283	77.9	59.7	103.1	83.2	90.5	35.31	28.36
Clinton.....	148.0	2,482	51.5	65.0	109.0	94.5	100.6	46.90	32.46
Coles.....	157.2	6,354	79.2	66.5	120.7	88.8	104.6	47.26	43.67
Cook.....	199.5	217,640	42.1	77.2	154.8	102.4	164.1	135.70	75.56
Crawford.....	145.9	3,461	83.3	63.7	100.9	87.3	91.5	38.65	29.37
Cumberland.....	148.2	2,708	83.3	62.9	107.9	80.4	87.3	37.92	30.23
DeKalb.....	170.7	6,150	76.8	75.2	142.5	105.2	129.7	63.41	40.77
Dewitt.....	157.9	3,354	88.1	72.9	123.7	107.1	115.2	50.62	41.16
Douglas.....	155.4	3,413	83.1	72.4	127.6	96.6	112.5	52.00	38.19
DuPage.....	174.9	3,907	61.7	69.0	141.2	93.1	107.7	49.36	36.40
DuSart.....	163.1	4,435	79.2	66.0	125.8	77.7	90.8	39.43	28.39
Edward.....	133.9	1,961	79.8	67.8	110.3	79.6	97.4	34.86	27.13
Elmhurst.....	162.1	2,794	67.3	60.0	127.0	79.7	87.3	36.40	35.91
Effingham.....	142.8	4,713	77.0	61.0	110.0	99.2	119.3	34.39	37.41
Ford.....	169.4	3,230	90.3	70.4	141.2	99.2	119.3	34.39	37.41
Franklin.....	133.9	3,513	83.2	58.5	102.3	73.8	78.7	34.39	37.41
Gratiot.....	164.8	8,961	83.0	74.2	140.6	92.4	116.4	43.20	37.41
Hall.....	180.8	2,256	76.7	56.4	91.6	66.8	76.4	34.39	37.41

## Comparative Statistics for 1900—Continued.

COUNTIES.	1	2	3	4	Average number of days pupils enrolled were in school.			7	8	9
	Average length of school in days.....	Average daily attendance during the year.	Per cent of children of school age enrolled during the year.....	Per cent of pupils enrolled during the year in daily attendance...	Average for graded schools .....	Average for ungraded schools .....	Average for all the schools..	Average monthly wages paid male teachers ...	Average monthly wages paid female teachers.	
Greene.....	164.8	4,196	79.2	69.6	135.1	98.7	114.7	\$49.65	\$39.01	
Gru. dy.....	178.9	4,170	71.1	74.4	154.8	94.5	133.1	49.87	34.04	
Hamilton.....	183.3	3,178	78.8	55.9	97.5	69.4	74.5	32.96	29.70	
Hancock.....	158.9	5,210	90.1	62.3	110.7	87.9	89.1	44.24	33.93	
Hardin.....	126.6	945	70.0	48.9	64.1	61.6	61.8	36.70	31.12	
Henderson.....	176.4	1,552	81.6	62.2	119.2	103.8	109.9	44.75	36.43	
Henry.....	159.3	6,624	74.6	79.9	144.0	106.7	127.3	62.58	35.35	
Iroquois.....	171.5	6,063	78.6	65.3	146.7	89.8	112.0	51.04	34.81	
Jackson.....	132.0	5,191	71.9	60.4	102.9	62.1	79.8	34.53	36.37	
Jasper.....	140.4	3,323	77.8	58.1	103.7	75.5	81.6	30.29	27.12	
Jefferson.....	133.3	5,485	90.2	60.8	133.2	66.7	81.1	53.41	35.83	
Jersey.....	144.2	2,601	74.5	74.3	132.5	87.5	107.2	35.11	30.50	
JoDavies.....	167.1	3,739	72.4	68.8	142.5	95.5	115.1	46.92	29.73	
Johnson.....	126.2	2,906	77.6	60.8	92.6	69.5	76.8	39.03	30.72	
Kane.....	186.4	11,006	66.5	75.6	149.0	101.3	141.0	59.84	44.11	
Kankakee.....	168.4	4,922	68.4	65.9	130.4	88.2	111.0	54.45	32.63	
Kendall.....	171.3	1,714	76.1	71.2	154.5	96.8	122.2	51.01	35.13	
Knox.....	161.0	7,067	81.1	73.9	136.8	92.3	119.0	60.54	39.71	
Lake.....	170.5	4,532	72.5	74.7	140.2	105.7	127.4	64.79	44.33	
LaSalle.....	169.8	11,922	59.1	75.7	139.0	106.1	128.5	70.25	43.64	
Lawrence.....	139.8	2,767	86.9	59.8	97.9	76.2	83.7	36.04	29.51	
Lee.....	161.4	4,663	75.3	74.4	148.1	94.6	120.0	57.91	35.15	
Livingston.....	168.4	6,586	77.6	66.6	134.6	86.5	112.2	52.92	38.54	
Logan.....	171.1	4,222	63.9	67.3	132.5	95.0	115.2	55.87	45.53	
Macon.....	168.2	2,000	73.0	75.2	139.4	105.5	126.5	55.34	48.97	
Macoupin.....	150.1	6,181	76.2	66.0	110.9	88.8	99.1	48.70	34.61	
Madison.....	165.9	8,536	58.4	71.7	132.3	92.9	118.7	58.71	39.00	
Marion.....	133.5	6,190	81.3	75.6	123.2	81.5	101.0	42.09	35.57	
Marshall.....	169.4	2,745	74.9	80.2	152.6	114.8	135.8	60.75	36.72	
Mason.....	159.3	3,120	76.8	73.7	141.5	96.3	117.5	46.00	36.89	

Massac.....	139.3	2,298	81.4	66.3	130.4	64.0	64.0	29	29	23 19
McDonough.....	166.3	4,581	82.5	68.3	136.0	106.0	114.3	40	33	34 48
McHenry.....	163.3	4,600	78.1	69.3	129.7	100.3	111.8	55	41	33 98
McLean.....	170.5	10,073	76.2	70.6	135.1	100.3	120.5	57	76	42 24
Menard.....	164.0	2,463	82.3	73.1	130.4	98.7	115.3	58	51	41 98
Merced.....	156.2	3,473	76.8	71.6	128.5	93.9	112.0	59	73	34 76
Montgomery.....	156.8	2,007	63.0	62.2	144.7	90.2	97.6	49	85	40 28
Monroe.....	147.0	6,102	79.0	76.0	134.4	111.6	116.4	43	61	32 90
Morgan.....	156.4	5,281	67.0	74.4	131.0	96.2	104.7	61	84	50 21
Montlre.....	159.3	2,520	82.1	66.7	116.7	97.2	104.7	46	79	37 10
Ogle.....	172.8	4,654	77.7	71.0	147.5	106.4	122.8	55	49	34 61
Peoria.....	178.5	12,408	61.0	75.5	144.7	106.4	122.8	55	49	34 61
Perry.....	138.6	3,350	72.2	70.5	123.7	77.5	97.8	42	20	33 55
Patt.....	164.2	3,068	88.2	68.8	125.1	103.0	114.6	52	61	41 84
Pike.....	147.4	5,435	79.9	68.8	122.1	93.7	101.5	44	33	31 26
Pope.....	125.3	2,657	77.6	52.7	104.5	62.4	66.1	35	23	30 84
Pulaski.....	129.1	2,097	71.8	58.5	97.4	66.1	75.9	38	31	30 84
Pumam.....	161.0	745	85.8	62.5	128.7	98.7	100.8	59	52	35 47
Pandolph.....	136.6	4,333	66.7	71.7	107.0	91.5	99.3	48	42	34 21
Pichland.....	136.2	3,517	86.3	73.9	115.8	92.1	100.7	32	83	30 00
Pock Island.....	164.8	8,660	69.1	78.5	139.5	96.4	123.4	70	33	40 25
Poline.....	132.3	3,640	61.0	55.9	90.2	68.6	74.1	36	30	25 96
Panganon.....	170.3	11,541	67.4	81.0	157.6	98.0	101.7	43	31	31 52
Pchuyler.....	145.9	3,007	84.0	69.7	114.6	94.7	101.7	56	32	39 96
Pott.....	150.5	1,643	73.9	63.9	105.9	87.8	96.2	56	32	39 96
Shelby.....	153.5	5,757	84.5	66.2	132.1	126.8	135.4	48	37	34 57
Stark.....	169.6	1,677	79.1	79.1	145.9	126.8	135.4	48	37	34 57
St. Clair.....	178.5	11,212	54.5	71.9	138.9	101.6	114.7	46	19	45 54
Stephenson.....	172.4	5,452	70.4	78.0	131.4	101.6	114.7	54	36	41 19
Tasewell.....	170.3	5,162	78.9	67.3	131.4	101.6	114.7	42	62	32 67
Union.....	130.2	3,590	70.6	65.1	111.7	71.3	86.8	54	91	41 13
Vermilion.....	162.1	10,113	80.1	71.6	131.3	93.1	116.1	41	31	36 13
Wabash.....	135.6	2,261	78.7	69.3	107.9	82.9	94.1	50	70	37 98
Warren.....	168.2	3,890	81.8	71.0	145.1	96.3	119.4	41	40	31 72
Washington.....	131.2	2,705	54.2	70.7	127.4	73.6	92.8	34	14	22 80
Wayne.....	140.7	4,286	89.0	48.8	104.7	58.6	67.6	39	54	30 87
White.....	146.3	4,197	76.3	60.5	105.7	75.8	86.6	58	45	35 45
Whiteside.....	178.5	6,199	79.4	76.9	152.5	119.6	137.2	57	57	41 11
Will.....	170.9	10,464	60.4	75.4	141.3	100.8	126.8	67.1	75.1	23 99
Williamson.....	128.8	4,783	81.7	59.2	94.5	67.1	75.1	34	48	35 88
Winnebago.....	176.1	7,500	74.2	77.7	146.9	107.2	136.9	49	59	36 15
Woodford.....	166.9	3,235	74.5	64.6	137.7	97.2	109.9	49	51	36 15
Averages.....	160.4	737,576	60.3	76.9	142.8	89.0	123.3	800	34	32 45

Table I—Comparative Statistics for 1900—Continued.

COUNTIES.	COST PER PUPIL.													23
	FOR TUITION.			FOR AMOUNT RAISED BY LOCAL TAXATION.			FOR TOTAL EXPENDITURES.			FOR AMOUNT RAISED BY STATE AND LOCAL TAXATION.			Per day for tuition.....	
	On census of persons between 6 and 21.....	On enrollment....	On average daily attendance .....	On census of persons between 6 and 21.....	On enrollment....	On average daily attendance .....	On census of persons between 6 and 21.....	On enrollment....	On average daily attendance .....					
Adams.....	\$6 01	\$9 66	\$13 14	\$8 18	\$13 15	\$17 88	\$9 32	\$14 09	\$20 37	\$8 90	\$14 15	\$19 25	\$0 063	\$1 53
Alexander.....	3 34	6 33	8 60	5 62	9 43	12 24	6 26	10 52	13 64	5 95	10 02	12 99	0 063	1 76
Bond.....	4 82	6 36	9 44	5 80	7 61	11 29	7 24	9 35	13 81	6 28	8 12	12 05	0 064	1 52
Brown.....	9 46	10 63	14 81	14 30	16 03	22 33	18 79	21 08	29 35	15 33	17 19	23 34	0 064	1 69
Bureau.....	5 58	7 34	10 75	6 81	8 95	13 12	7 95	10 45	15 32	7 33	9 64	14 13	0 063	1 29
Calhoun.....	7 42	11 03	15 39	10 18	13 97	19 69	11 74	16 13	22 73	11 10	15 26	21 50	0 063	1 51
Cass.....	3 42	4 78	9 17	3 96	5 38	9 13	6 11	7 13	13 67	4 25	5 92	11 36	0 065	1 18
Champaign.....	9 17	11 17	14 56	12 05	14 89	19 14	13 51	16 90	21 48	12 84	16 14	20 61	0 069	1 31
Christian.....	7 36	8 89	12 20	9 58	11 57	15 86	11 01	13 32	18 26	10 41	12 58	17 25	0 077	1 81
Clark.....	8 90	11 18	14 52	10 88	13 82	18 93	12 56	16 34	22 38	11 82	14 12	20 53	0 092	1 36
Clinton.....	7 64	9 43	14 72	10 64	13 13	20 49	11 45	14 12	22 04	11 42	14 09	21 58	0 068	1 61
Coles.....	4 42	5 35	8 31	5 53	6 69	9 75	6 09	7 38	12 01	5 90	7 15	11 63	0 046	1 71
Cook.....	3 87	4 96	8 31	4 54	5 82	9 75	5 49	7 10	11 76	4 53	6 19	10 37	0 062	1 79
Crawford.....	3 87	7 51	11 04	4 54	5 82	9 75	5 49	7 10	11 76	4 53	6 19	10 37	0 074	1 27
Cumberland.....	6 79	8 75	12 88	11 72	14 79	22 24	18 13	22 82	34 39	12 36	15 59	23 42	0 062	2 11
DeKalb.....	7 30	18 75	24 27	11 35	17 02	23 97	18 13	22 82	34 39	12 36	15 59	23 42	0 121	2 10
DeWitt.....	4 87	5 96	9 36	5 61	6 70	10 72	6 40	7 70	12 27	5 95	7 14	11 39	0 064	1 83
Douglas.....	9 42	12 23	16 47	12 76	16 57	22 32	13 71	17 82	29 99	6 72	8 08	13 71	0 067	2 26
DuPage.....	8 09	10 26	14 05	10 96	13 96	19 02	11 09	14 06	19 27	11 77	14 93	20 43	0 066	1 85
Edgar.....	7 63	9 71	13 41	10 87	13 96	19 02	11 09	14 28	29 69	11 74	14 12	19 49	0 065	1 46
Edwards.....	7 63	9 71	13 41	10 87	13 96	19 02	11 09	14 06	19 27	11 77	14 93	20 43	0 100	1 69
Effingham.....	3 80	5 65	8 43	4 82	5 94	8 76	5 75	7 29	10 75	5 6	6 40	9 44	0 060	1 38
														1 53





Table I—Comparative Statistics for 1900—Concluded.

	10	11	12	13	14	15	16	17	18	19	20	21	22	23
COUNTIES.	COST PER PUPIL.													
	FOR TUITION.			FOR AMOUNT RAISED BY LOCAL TAXATION.			FOR TOTAL EXPENDITURES.			FOR AMOUNT RAISED BY STATE AND LOCAL TAXATION.				Amount raised by State and local taxation for school purposes on each \$100 of property as returned by the State Board of Equalization.....
	On census of persons between 6 and 21.....	On enrollment.....	On average daily attendance.....	On census of persons between 6 and 21.....	On enrollment.....	On average daily attendance.....	On census of persons between 6 and 21.....	On enrollment.....	On average daily attendance.....	On census of persons between 6 and 21.....	On enrollment.....	On average daily attendance.....	Per day for tuition..	
Putnam.....	\$9.60	\$11.19	\$17.90	\$10.77	\$12.54	\$20.06	\$12.43	\$14.49	\$23.17	\$11.70	\$13.64	\$21.80	\$0.111	1.34
Randolph.....	4.36	6.54	9.12	5.08	7.62	10.63	6.36	9.53	13.29	5.47	8.23	11.48	.066	1.41
Rock Island.....	7.97	11.52	14.68	10.34	15.82	20.15	17.34	4.92	31.73	11.48	16.59	22.28	.049	1.80
Rock Island.....	3.52	4.34	7.76	4.13	5.10	9.12	4.72	5.81	10.40	4.36	5.38	9.63	.058	2.04
Salline.....	7.71	11.44	14.10	10.29	15.21	18.84	11.42	6.90	20.89	11.15	16.54	20.39	.083	1.43
Saugamon.....	6.01	7.15	10.25	7.36	8.76	12.56	8.38	10.21	14.64	7.87	9.41	13.46	.070	1.59
Scott.....	7.02	8.78	13.74	8.65	10.82	16.94	9.81	12.22	19.07	9.37	11.71	18.32	.091	1.44
Shelby.....	5.77	6.82	10.30	6.90	8.17	12.33	8.11	9.59	14.48	7.49	8.86	13.37	.067	1.38
Stark.....	10.71	12.58	15.76	13.78	16.24	20.35	17.19	20.25	25.38	14.99	17.67	22.13	.093	1.33
St. Clair.....	6.29	11.59	16.03	10.03	18.39	25.56	10.46	19.17	26.65	10.63	13.06	17.08	.089	1.88
Stephenson.....	7.05	10.01	11.01	9.59	13.60	17.43	12.99	19.88	25.48	10.43	14.81	19.16	.074	1.32
Stewart.....	8.09	10.25	15.22	10.91	13.82	20.51	12.97	15.29	22.72	11.79	14.94	23.18	.080	1.44
Washtenaw.....	3.52	4.99	7.65	4.60	6.37	9.77	5.18	7.34	11.27	4.79	6.78	10.41	.059	1.77
Union.....	3.02	4.01	14.06	10.94	13.65	19.04	13.33	16.87	23.54	11.72	14.61	20.38	.086	1.65
Vermilion.....	4.78	6.07	8.75	6.91	8.78	12.65	6.66	8.47	12.30	7.30	9.28	13.37	.064	2.00
Warren.....	9.02	11.02	15.51	12.44	15.20	21.39	17.68	21.59	26.39	13.49	16.47	23.17	.082	1.40
Washington.....	3.76	6.93	9.80	4.11	7.57	10.70	5.80	9.23	13.04	4.32	8.34	11.79	.074	1.14
Wayne.....	3.55	3.90	8.16	4.42	4.94	10.11	5.28	5.94	12.14	4.66	5.23	10.71	.059	1.93
White.....	4.55	5.97	9.85	5.63	7.38	12.18	6.21	8.13	13.43	5.95	7.80	12.88	.087	1.46
White.....	8.87	11.17	14.53	11.45	14.42	18.74	13.58	17.10	22.22	12.85	15.54	20.22	.081	1.68
Will.....	6.35	10.51	13.93	10.01	16.56	21.96	12.79	21.17	28.07	10.70	17.71	23.48	.047	1.72
Williamson.....	2.83	3.58	6.05	3.31	4.05	6.80	4.76	5.82	9.83	3.54	4.33	7.31	.079	1.57
Winnebago.....	9.09	10.89	14.02	12.39	16.69	21.47	22.18	30.92	39.77	13.36	17.99	23.14	.094	1.07
Woodford.....	7.56	10.15	15.70	8.56	11.48	17.77	10.71	14.37	22.23	9.53	12.78	19.77	.094	1.57
Averages.....	\$7.18	\$11.90	\$15.48	\$10.01	\$16.59	\$21.57	\$11.43	\$18.94	\$24.63	\$10.64	\$17.63	\$22.92	\$0.096	\$1.77

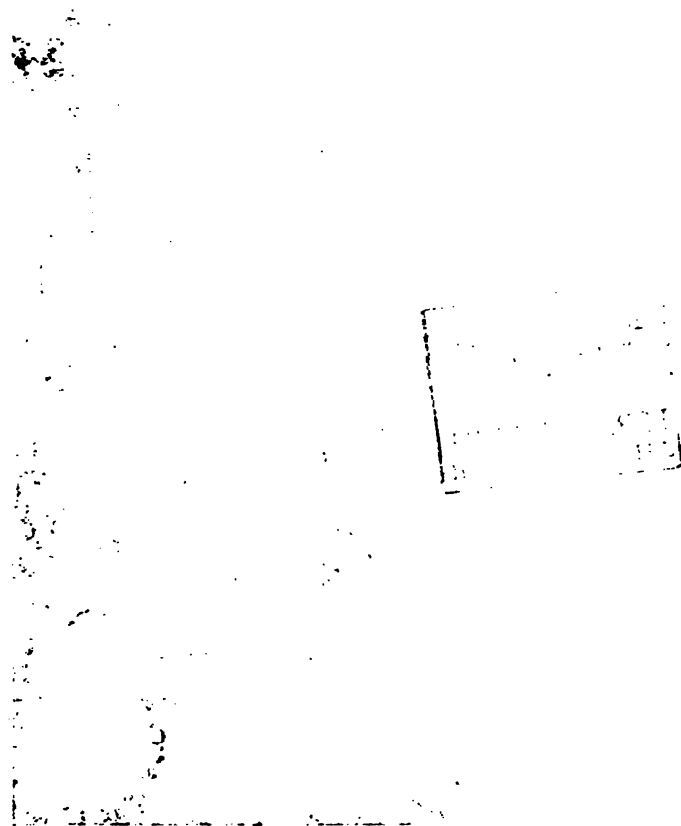




PLATE V.



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PLATE VI.

TABLE II—Comparative Statistics.

* YEAR.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	Population of the State...	Total No. of persons under 21 years of age.....	Total No. of persons between the ages of 6 and 21.....	Total No. of pupils enrolled.....	No. of school districts....	No. of public schools.....	No. of graded schools....	No. of public high schools	Average No. months of school.....	Grand total No. of days of attendance.....	No. of school houses built during the year.....	Whole No. of school houses.....	No. of male teachers.....	No. of female teachers...	Total No. of teachers in public schools.....	Highest monthly wages paid any male teacher...	Highest monthly wages paid any female teacher.	Lowest monthly wages paid any male teacher.	Lowest monthly wages paid any female teacher.	Average monthly wages paid male teachers.....	Average monthly wages paid female teachers....	No. of private schools....	Total No. of pupils in private schools.....
1865	1,306,576	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1866	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1867	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1868	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1869	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1870	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1871	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1872	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1873	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1874	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1875	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1876	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1877	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1878	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1879	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1880	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1881	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1882	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1883	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1884	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1885	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1886	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1887	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1888	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1889	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1890	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1891	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1892	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1893	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1894	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1895	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1896	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1897	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1898	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1899	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364
1900	1,311,951	240,242	173,531	173,531	6,813	4,454	234	67	6.9	17,896,931	557	8,221	2,979	2,706	5,685	\$110.00	\$40.00	\$10.00	\$16.43	16,829	16,829	500	30,364

\* The statistics of 1865 are very incomplete.

† Number of white persons between 5 and 21.

‡ This decrease is ostensible rather than real; it arises from pursuing a different method of ascertaining the number of teachers since 1883.

Table II—Comparative Statistics—Continued.

YEAR.										
RECEIPTS.						EXPENDITURES.				
24	25	26	27	28	29	30	31	32		
Interest on State and county funds received.	Amount of income of township funds received.	Amount received from State tax.	Amount of special district taxes received.	Amount received from district bonds during the year.	Total amount received during the year by school districts.	Amount paid to male teachers.	Amount paid to female teachers.	Whole amount paid to teachers.		
1855.....	\$47,053 00	\$690,000 00	\$227,384 00	.....	\$285,638 00	.....	.....	\$214,807 00		
1860.....	322,852 00	693,900 00	1,265,137 00	.....	2,193,455 00	.....	.....	1,542,211 00		
1865.....	340,764 00	.....	1,958,770 00	.....	3,316,739 00	.....	.....	2,042,781 00		
1870.....	381,102 93	.....	4,780,988 11	.....	7,009,720 86	.....	.....	3,970,638 04		
1875.....	449,298 44	1,000,000 00	5,841,220 06	\$553,963 90	8,209,341 91	\$1,065,763 82	.....	4,760,457 23		
1880.....	514,295 59	1,000,000 00	5,735,477 76	273,152 51	7,586,532 82	2,476,969 35	.....	4,587,015 10		
1885.....	536,456 55	1,000,000 00	5,920,461 35	436,010 23	8,119,866 61	2,049,451 18	.....	4,985,769 73		
1890.....	520,821 95	1,000,000 00	7,053,323 41	586,177 71	9,387,101 09	2,015,214 78	.....	5,640,473 65		
1895.....	523,879 39	1,000,000 00	7,915,076 90	467,567 92	10,106,797 67	2,159,965 38	.....	5,897,428 34		
1896.....	526,635 36	1,000,000 00	8,239,041 79	341,983 02	10,247,810 91	2,204,592 22	.....	6,132,866 40		
1897.....	568,473 30	1,000,000 00	8,420,658 37	419,224 05	10,626,631 03	2,372,118 50	.....	6,714,516 93		
1898.....	559,740 85	1,000,000 00	8,424,724 95	578,444 01	10,713,238 92	2,362,538 25	.....	6,335,275 86		
1899.....	597,969 69	1,000,000 00	8,444,560 58	1,058,995 78	11,469,350 19	2,280,033 30	.....	6,772,696 71		
1900.....	642,237 87	1,000,000 00	8,828,120 49	508,895 75	11,691,679 48	2,210,753 19	.....	7,207,623 01		
1901.....	625,214 60	1,000,000 00	11,128,162 96	503,985 54	13,493,254 84	2,398,730 32	.....	7,963,101 46		
1902.....	602,614 20	1,000,000 00	12,921,238 28	672,985 54	15,469,435 55	2,546,263 60	.....	8,809,960 03		
1903.....	880,818 33	1,000,000 00	13,133,809 61	881,136 41	15,469,435 55	2,773,829 92	.....	9,158,934 99		
1904.....	812,302 78	1,000,000 00	15,142,036 30	517,960 93	17,642,784 50	2,994,135 97	.....	10,782,800 00		
1905.....	900,188 94	1,000,000 00	15,909,436 67	622,655 09	18,167,219 32	3,044,384 07	.....	11,415,962 07		
1906.....	.....	.....	.....	590,769 14	.....	.....	.....	.....		

Table II—Comparative Statistics—Continued.

YEAR.	33	34	35	36	37	38	39	40	41	42
	Paid for n. w. school houses including purchases.	Amount paid for sites for sales and grounds.	Amount paid for repairs and improve- ments.	Amount paid for school furniture.	Amount paid for school apparatus.	Amount paid for books for district libraries.	Amount paid township treasurers for services.	Amount of interest paid on dis- trict bonds.	Amount paid on principal of dis- trict bonds.	Total of these ex- penditures for the year.
1855.....	8948, 728 00	88, 323 00	.....	.....	\$1, 124 00	\$323 00	89, 826 00	.....	.....	\$227, 583 00
1860.....	457, 331 00	30, 429 00	.....	\$24, 567 00	8, 563 00	30, 124 00	31, 952 00	.....	.....	2, 259, 868 00
1870.....	822, 335 88	24, 506 00	391, 390 29	121, 709 49	32, 169 48	4, 128 00	78, 432 00	.....	.....	8, 138, 636 00
1875.....	695, 619 60	56, 886 21	430, 840 24	166, 888 21	30, 174 34	3, 159 23	181, 993 45	.....	.....	6, 881, 839 97
1880.....	499, 648 99	73, 150 61	342, 867 68	109, 344 07	20, 214 47	7, 321 75	152, 264 89	.....	.....	8, 066, 839 97
1882.....	629, 689 64	138, 648 07	451, 646 32	133, 849 31	25, 550 46	5, 634 01	149, 347 72	.....	.....	7, 531, 941 79
1884.....	971, 404 50	129, 323 45	559, 902 51	177, 002 98	26, 002 84	8, 393 29	138, 339 81	.....	.....	8, 043, 439 61
1885.....	1, 125, 960 97	73, 379 47	565, 313 34	183, 890 52	32, 517 30	8, 311 18	160, 696 73	.....	.....	9, 425, 012 86
1886.....	951, 684 24	151, 244 70	624, 236 27	172, 573 84	32, 517 27	8, 815 46	155, 644 88	.....	.....	9, 483, 123 81
1887.....	1, 047, 251 19	118, 264 62	616, 351 63	146, 988 22	34, 586 69	11, 239 66	157, 602 29	.....	.....	10, 136, 068 96
1888.....	779, 314 22	91, 691 82	587, 945 63	160, 028 72	39, 738 05	10, 318 49	158, 241 28	.....	.....	10, 323, 137 60
1889.....	1, 190, 494 71	210, 160 45	695, 250 30	159, 743 52	46, 915 33	13, 696 39	167, 698 53	.....	.....	10, 413, 169 94
1890.....	1, 352, 880 12	83, 534 56	673, 218 98	175, 965 89	70, 580 06	16, 940 32	157, 861 81	.....	.....	10, 667, 870 24
1892.....	1, 476, 948 54	166, 421 94	911, 702 45	154, 953 49	70, 428 03	21, 714 35	148, 867 49	.....	.....	10, 525, 012 83
1894.....	2, 405, 716 57	270, 847 08	1, 188, 080 60	231, 269 68	86, 439 89	27, 684 95	150, 952 16	.....	.....	13, 499, 602 94
1896.....	1, 573, 757 25	265, 387 94	1, 070, 159 19	154, 896 64	164, 298 32	23, 684 97	153, 235 82	.....	.....	13, 796, 081 41
1898.....	1, 232, 780 23	176, 311 59	886, 408 61	170, 057 57	71, 426 04	23, 684 97	153, 841 13	.....	.....	14, 580, 210 16
1900.....	1, 612, 765 42	134, 378 79	921, 974 89	129, 159 66	68, 114 94	23, 425 07	153, 775 37	.....	.....	15, 270, 267 11



Table II—Comparative Statistics—Concluded.

*YEAR.	43	44	45	46	47	48	49	50	51	52	53	54	55	56
	TOWNSHIP FUND.		COUNTY SUPERINTENDENCY.											
	ESTIMATED VALUE OF SCHOOL PROPERTY.													
	Principal of town- ship funds.....	Estimated value of school property— buildings, furni- ture and grounds..	Estimated value of school libraries....	Estimated value of school apparatus..	Total number of ap- plicants examined.	Total number of ap- plicants rejected...	Total number of cer- tificates issued....	Number of different schools visited during the year...	Number of schools not visited at all..	Whole number of days of official ser- vice rendered .....	Number of teachers' institutes.....	Number of persons attending.....	Number of teachers' meetings held in county (district or township) .....	Total compensation received during the year.....
1855	\$958,432 00													
1860	3,494,580 00	\$13,304,822	\$72,758	\$169,218	17,233	3,813	11,281	4,468	2,026	16,851	119	5,898	337	\$87,909 85
1865	3,995,651 00	17,673,752	87,567	181,927	20,321	6,980	15,925	4,809	6,080	14,080	325	7,063	337	75,081 76
1870	4,643,644 52	15,606,072	83,503	185,543	22,636	7,629	16,114	4,134	7,967	15,319	372	8,424	603	73,460 77
1875	5,095,697 42	17,712,140	112,870	239,556	21,604	6,530	15,074	4,434	7,514	15,920	213	6,057	519	74,841 50
1880	8,018,996 31	20,686,063	130,878	290,685	19,476	4,491	14,985	5,124	6,828	18,087	184	7,457	996	83,652 77
1885	8,094,312 34	21,806,353	139,713	271,019	19,176	4,565	14,611	5,835	6,257	18,828	102	11,517	935	85,388 61
1890	10,197,169 99	22,892,435	154,841	286,584	20,588	4,965	15,633	9,758	2,211	24,218	110	13,660	1,087	107,803 05
1895	10,286,151 01	23,942,682	161,679	304,867	19,800	5,098	14,865	9,758	2,211	24,218	107	13,428	869	125,895 04
1898	10,383,132 99	24,474,192	181,289	324,906	18,431	4,729	13,702	11,196	958	25,722	111	14,855	893	141,204 85
1899	10,538,621 02	25,407,250	181,039	305,314	17,807	4,202	13,605	10,909	1,507	27,478	108	14,599	858	141,702 15
1899	10,986,552 99	26,335,231	253,768	501,727	17,518	4,002	13,516	10,231	1,507	27,478	108	14,599	858	141,702 15
1899	12,196,904 67	29,924,373	344,060	575,604	17,371	4,002	13,516	10,231	1,507	27,478	108	14,599	858	141,702 15
1899	12,220,722 14	33,796,770	377,819	607,389	17,271	4,173	13,098	10,708	1,410	28,117	114	14,577	815	142,775 71
1899	15,614,627 31	42,780,267	449,543	675,188	19,321	5,567	12,962	11,290	1,085	25,884	141	16,735	877	148,655 29
1899	15,479,457 42	46,012,529	535,530	708,690	17,773	4,811	12,962	11,173	1,557	25,863	112	18,540	1,050	148,196 22
1900	15,494,675 40	46,012,529	535,530	708,690	18,090	5,632	12,478	11,487	1,316	25,432	121	17,762	1,451	148,782 10

\* The statistics for 1885 are very incomplete.

† 16th section lands included from this date, the value being based on rental, chiefly.

‡ Teachers' meetings and institutes not carefully distinguished up to this date.

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In accordance with the provisions of Section 2, Article VII of the School Law, State teachers' certificates have been granted to the following named teachers:

**CERTIFICATES VALID FOR LIFE.**

**EXAMINATION—HELD AUGUST 1, 2, 3 AND 4, 1899.**

**At Chicago:**

Christopher J. Byrne; date of certificate, August 19, 1899.

### At Peoria:

Charles E. Knapp; date of certificate, August 19, 1899.

Ernest W Ponser; date of certificate, August 19, 1899.

### At Springfield:

**Mary Janet Laycock; date of certificate, August 19, 1899.**

**At Urbana:**

**Sherman Cass; date of certificate, August 19, 1899.**

**At Effingham:**

H. C. Breese; date of certificate, August 19, 1899.

**EXAMINATION—HELD JULY 31, AUGUST 1, 2 AND 3, 1900.**

### At Springfield:

**Edward Ewing Adams; date of certificate, August 20, 1900.**

George C. Baker; " "

Guy W Bohannon; " "

L. A. Fulwider; " "

Thomas J. Haney; " "

Ely Laughlin; " "

Josiah Main; " "

G. W. L. Meeker; " "

### At Urbana:

Norman Bennett; date of certificate, August 20, 1900.

James DeForrest Foucht; " "

John C. Hall; " "

Frank L. Horn: " "

Grant Thornton: " "

Albert L. Vollborn: " "

**At Normal:**

**Jessie Jane Bullock; date of certificate, August 20, 1900.**

Addie L. Healey: " "

Charles Gott: " "

Nora Mae Simmons: " "

W. J. Sutherland: " "

**At Carbondale:**

Edward L. Blake; date of certificate, August 20, 1900.  
 Mrs. Kate Chapman; " "

**At DeKalb:**

J. M. Wood; date of certificate, August 20, 1900.

**At Charleston:**

M. L. Fritz; date of certificate, August 20, 1900.  
 Harry C. Miller; " "  
 D. Walter Potts; " "

**At Galesburg:**

Gertrude E. Ross; date of certificate, August 20, 1900.  
 J. A. Strong; " "  
 Winfield Turner; " "

**FIVE YEAR CERTIFICATES.****EXAMINATION—HELD AUGUST 1, 2, 3 AND 4, 1899.****At Chicago:**

George A. Weldon; date of certificate, August 19, 1899.

**At Freeport:**

Elzy C. Cavins; date of certificate, August 19, 1899.  
 Addie L. Healey; " "  
 Marian H. Hoadley; " "  
 William C. Ivins; " "  
 Gertrude E. Ross; " "  
 W. J. Sutherland; " "

**At Peoria:**

Almor S. Anderson; date of certificate, August 19, 1899.  
 Frank H. Craig; " "  
 George W. Hunt; date of certificate, August 19, 1899.  
 Nora Mae Simmons; date of certificate, August 19, 1899.

**At Springfield:**

Frank S. Bogardus; date of certificate, August 19, 1899.  
 Charles Henry Dorris; " " "  
 Josiah Main; " " "

**At Urbana:**

John Logan Hissong; date of certificate, August 19, 1899.

**At Effingham:**

John H. Brewer; date of certificate, August 19, 1899.  
 James DeForrest Foucht; date of certificate, August 19, 1899.  
 Frank Gilbreath; " "  
 Thomas Sloan Hewerdine; " " "  
 Thomas E. Higgins; " " "

**At Carbondale:**

Edward Lewis Blake; date of certificate, August 19, 1899.  
 William Troy Felts; " "  
 Mary M. Steagall; " " "

**EXAMINATION—HELD JULY 31, AUGUST 1, 2 AND 3, 1900.****At Springfield:**

James R. Forden; date of certificate, August 20, 1900.  
 Edgar S. Jones; " "  
 Richard Linder; " " "  
 Harry A. Wood; " " "  
 Charles W. Yerkes; " " "

**At Urbana:**

H. G. Spear, date of certificate, August 20, 1900.  
 Charles H. Watts; date of certificate, August 20, 1900.

## Normal:

L. A. Bone; date of certificate, August 20, 1900.

Elia Mills;

## Carbondale:

J. C. Burt; date of certificate, August 20, 1900.

J. H. Pyle;

## DeKalb:

James A. Hodge; date of certificate, August 20, 1900.

## Charleston:

J. Ferguson; date of certificate, August 20, 1900.

William Fry;

Lizzie Johnston;

Edward W. Kincaid; date of certificate, August 20, 1900.

George S. Morris;

J. P. Spencer;

Total number of life certificates granted in 1899 and 1900:

to women.....	6
to men.....	28

Total..... 34

## Five-year certificates:

to women.....	7
to men.....	34

Total..... 41

## Record of life certificates now stands as follows:

issued by Newton Bateman, 1861-62, 1865-74.....	193
" John L. Brooks, 1863-64.....	22
" Samuel M. Etter, 1875-78.....	117
" James P. Slade, 1879-82.....	59
" Henry Raab, 1883-86.....	65
" Richard Edwards, 1887-90.....	52
" Henry Raab, 1891-94.....	12
" Samuel M. Inglis, 1895-97.....	23
" Joseph H. Freeman, 1898.....	23
" Alfred Bayliss, 1899-1900.....	34

Total..... 600

## Record of five-year certificates is as follows:

issued by Richard Edwards, 1889-90, on examination.....	6
to graduates of Normal Universities.....	154
issued by Henry Raab, 1891-94, on examination.....	17
to graduates of Normal Universities.....	158
issued by Samuel M. Inglis, 1895-97, on examination.....	62
" Joseph H. Freeman, 1898, on examination.....	27
" Alfred Bayliss, 1899-1900, on examination.....	41

Total..... 465

By legislative enactment of the General Assembly of 1893, the practice of granting five-year certificates on graduation from the Normal Universities was discontinued.

The condition and requirements for these certificates, as agreed on by the president of the University of Illinois, the principals of two Normal Universities, the principals of the two Normal schools now in operation, and the state superintendent, already announced for next year, are as follows:

## CONDITIONS.

To furnish the State Superintendent satisfactory evidence of good character and of having taught with success, not less than three years (twenty-seven months), at least one year of which time shall have been in Illinois, and within five years from the date of examination.

## FOR THE FIVE-YEAR CERTIFICATE.

The candidate must pass a satisfactory examination in the following subjects: Reading, School Management, Arithmetic, English Grammar, Geography, History of the United States, Civil Government of the United States and the State of Illinois, Algebra, Plane Geometry, Physiology, Biology and Physics.

Candidates must, to obtain the certificate, present papers in all the subjects named, and receive an average rating of at least 75 in a scale of 100. Provided that if one or more papers shall be rated by the judges at less than 70, no certificate will be issued until the candidate, at some future examination, shall have presented papers in place of them, upon the same subjects, which shall be rated at 75 or more.

## FOR THE LIFE CERTIFICATE.

## PLAN I.

For the Life Certificate the candidate will be examined in any sixteen of the following subjects: Reading, Arithmetic, English Grammar, English Literature, History, (both United States and General,) Civil Government, Astronomy, Botany, Chemistry, Geology, Physical Geography, Physics, Physiology, Zoology, Algebra, Geometry, Trigonometry, Latin, Greek, German, French and Pedagogy, the last named subject being included in all cases.

The average rating required for the Life Certificate is 80. The minimum is 70. Provided that if a candidate for the Life Certificate does not receive an average of 80 per cent, but does receive an average of 75 in twelve subjects, Pedagogy being one, and does not fall below the minimum in any of the twelve, he may receive the Five-Year Certificate. A candidate who receives the required rating of 80, but one or more of whose papers falls below the minimum, may receive the certificate upon presenting at some future examination, papers in the same subjects which shall be rated at 80 or more.

Holders of valid Five-Year Certificates need not be examined in any subject in which a credit of 80 or more has been obtained at a previous examination. The same rule will apply to candidates for the Life Certificate who have reached the required average for the Five-Year Certificate, but who have fallen below the minimum in one or more subjects.

## PLAN II.

Graduates of the University of Illinois, or any of the Illinois State Normal schools, or teachers of seven years successful experience, two of which must have been in Illinois, whose character and skill shall be fully confirmed by direct knowledge, may receive the Life Certificate on the following terms and conditions:

a. Notice of intention to apply for the Life Certificate under this rule must be given by the candidate to the Superintendent of Public Instruction, at least six months previous to the date of the examination.

b. The candidate must file with the Superintendent of Public Instruction, at least 90 days before the date set for the examination, a thesis upon one of the subjects hereafter stated. If the thesis is accepted, the candidate may select any eight of the following subjects, Pedagogy being one, the examination in which will be more thorough than the examination covering the larger number of subjects.

Provided, that the average and minimum shall be as in Plan I, except that no opportunity will be given to replace papers which are rated below the minimum.

That is, each examination under this plan must be complete in itself.

Pedagogy, Arithmetic, Algebra, Geometry, Trigonometry, Astronomy, Botany, Chemistry, Geology, Physics, Physiology, Zoology, English, Latin, German, French, Literature, History, Civil Government.

#### THESES FOR 1901

must be filed not later than May 6, and may be offered on any one of the following subjects:

1. The Vacation School.
2. The Sanitation and Decoration of Country School Houses.
3. How may the County Institute be improved?
4. For *and* against the Consolidation of the Country Schools, with a consideration of the matter of Transportation.
5. The value of the School Library.
6. For *or* against the proposition that at least one year's work in an approved Training School should be a preliminary qualification of all public school teachers.

The thesis should be type-written, on one side of the paper only, with a margin of one inch at the left for binding. Size of paper 8-2x10 inches. The thesis should be outlined and accompanied by a bibliography of the subject considered. The length should not exceed 5,000 words.

#### THE NUMBER OF HOLDERS OF STATE CERTIFICATES.

The original act authorizing the granting of State certificates to teachers was passed February 22, 1861. By the act of February 16, 1865, it was amended so as to require an examination in all cases. The act of May 21, 1889, authorized the granting of five-year certificates to graduates of the State Normal Universities without examination. This act was repealed April 28, 1893. It is the purpose of this law, no doubt, to provide that teachers of proved ability and power should be able to avoid the inconvenience of a biennial re-examination—an inconvenience sometimes approaching humiliation—in order to pursue their vocation. In view of the small number who have availed themselves of its privileges, it may well be doubted whether the law has accomplished as much as was expected of it. Ten hundred and sixty-five certificates of both grades; including those issued to graduates of the normal schools, is certainly not a large number for a period of forty years. But "the influence of this provision of the law upon teachers of the State is not to be measured alone by the number of certificates granted. Its greatest power lies in the silent, unconscious effect produced upon the many who have not yet ventured to appear as candidates—holding up a higher standard of professional excellence and reward to be obtained, and thus awakening resolutions and impelling to efforts towards personal improvement, which are not lost, even though they do not culminate in application for the diploma. This latent influence of the legal provision in question, has undoubtedly contributed much to the extraordinary impulse towards a higher culture that has become apparent among the better classes of

our teachers. There is every indication that this really excellent provision of the school law will be more and more appreciated, and that the number of applicants will hereafter steadily increase, until a strong and influential body of earnest, high-toned, and accomplished teachers shall be organized by the holders of State Certificates, who will cooperate heartily in all well devised efforts for the advancement of popular education." (*Newton Bateman. Seventh Biennial Report, page 85.*)

It is believed that this half prophetic hope has been realized to some extent in the quality, if not in the number of teachers in service by virtue of the State Certificate. The Board of Education for the city of Streator recently indicated such a faith by a resolution fixing the monthly salary of teachers holding the five-year certificate at five dollars, and that of holders of the life certificate at ten dollars more than for other teachers in corresponding grades. The Life Certificate is a good letter of introduction to any school board in the State.

On the other hand, it is feared, that there are occasional instances of persons who do not rightly appreciate their obligations under it. A conscientious and capable county superintendent remarked to me, last summer, as I congratulated him upon the unusually large attendance at his institute, in substance: "I have every active teacher in my county, including principals and superintendents, here in this institute, and at work, save one. That one is reported to have said, in explanation of his absence, 'I hold a State Certificate and don't have to attend.'" More recently another county superintendent remarked: "I don't like these State Certificates. The holders do not take the same interest in our associated work as others." Within a week, still another has said in my hearing that, in his opinion, the holders of State Certificates "enjoy an unfair advantage in their exemption from the Institute tax."

These are diverging views. I cannot believe that the latter is the more prevalent. The State Certificate is a license to teach in any district in Illinois. If of the highest grade, it is perpetual. It is obtained with difficulty, and is a worthy object of ambition. In authorizing it, the General Assembly distinctly recognized teaching in the public schools as an honorable *profession*. The act was both wise and generous. It has been the continuous and unvarying policy of this department to guard it with scrupulous care. It has been honored by some of the best known and most successful teachers in the State. Again, the best school counties in the State are those in which the professional spirit is most lively. This spirit is generated in the Institutes and local teachers' associations. The holders of State Certificates can not afford, nor can they long be permitted, to become conspicuous by their apathy or inactivity in this line of work. Their place is in the vanguard, and not among the camp followers or the stragglers. Like the graduate of a normal school or college, they are either a source of strength to the educational captain—the county superintendent—or so much *impedimenta*. *Ninety-tenths of the progress* in elementary school methods during the last

quarter of a century may fairly be attributed to institutes and the various other forms of associated effort on the part of teachers. Not one teacher in five, last year, was either liberally educated or trained at a State normal school. The deficiencies of the majority have been removed in part by the institutes and the three hundred other county meetings, supplemented by a thousand smaller ones in the townships. These are recognized and necessary agencies of improvement. If other teachers hold themselves aloof from them, county superintendents rightly refuse to renew their certificates. It is a fair question whether, on similar ground, holders of State Certificates should not be called upon to show cause why their special privilege should not be suspended or revoked. I prefer to believe, however, that the cases referred to by the county superintendents quoted above are isolated ones, and that much the greater number of this class of teachers, like the well trained normal school graduate, proceed upon the principle that the broader one's experience, and the more varied and decided his success, the better prepared he is to profit by the experience and counsel of others. From this point of view, it is pleasant to note that the interest in the examinations to be held in 1901 is unusually active and early.

#### THE SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

Much information not easily gathered from the formal statistical tables may be gathered from the special reports of county superintendents accompanying this report. For the first time in the history of the State, every superintendent has responded. To illustrate: It is shown that more than 1,900 school sites are without shade trees. Indeed, if to the number specifically acknowledged, be added "a few" and "some" three times each; "very few," "quite a number," and "practically none," twice each; "only a few," "a very small per cent.," "many," "not many," and "a large number," once each,—forms of answers not commended,—the total might exceed 2,000. It most certainly would if those in the wooded county in which the directors have the very bad habit of cutting down all the trees before dedicating a site were added. Again, notwithstanding the remarkable activity in procuring and enlarging school libraries during recent years, which hardly a county superintendent in the State has failed to encourage and promote, it appears that there are yet nearly five thousand schools without this indispensable accessory to a first-rate school. It is shown that the number of unsanitary or otherwise unsuitable school houses nearly balances the number of perfectly comfortable sanitary and pleasant ones. There remain 169 districts in which it is difficult or impossible to raise revenue enough by district tax, even with the relief furnished by the last General Assembly, to maintain a six months' school. Three hundred and fifty-seven schools enrolled fewer than ten, and seventy-eight schools fewer than five pupils last year. In some instances school was "kept" for a single pupil, or closed for lack of pupils. In a single county five schools enrolled exactly ten, thirteen schools fewer than ten, and four fewer than five pupils.



I have purposely grouped these undesirable conditions. The statements of the county superintendents, when not exact, are undoubtedly conservative. They are not referred to as signs of stagnation, but as conditions which are rapidly disappearing. The most cursory comparison with conditions of twenty or even ten years ago will reveal as much as that. There are but twenty-two log school houses available for relics.

#### THE COUNTY SUPERINTENDENTS.

As a class, the county superintendents of Illinois are alive to their responsibility and their great opportunity. It will not be doubted by competent observers that the law providing that the county superintendent be required to visit and direct schools, without limitation by the county boards, (except in counties having fewer than 100 schools), has been the most fruitful amendment ever made to the common school statutes. Urged, argued, and pleaded for by one State Superintendent after another, it was finally granted with doubt and reservation. It has justified itself by its fruits. The people see it, and, although the office is not, as perhaps it should be, protected by reasonable and professional qualifications for candidates, the county superintendent, in most of the counties, will compare favorably with other public servants in ability, energy and fidelity. He ought, therefore, to be provided with facilities for equal efficiency.

It goes without saying that the work of the county superintendent is of unsurpassed importance. It is certainly more arduous than that of any other county official, and much more so than that of his fellow superintendent in the city. The responsibility is equal or greater, but the emoluments are usually materially less. As a concrete illustration of this inequality, take the first county in the list. It is a good county, materially, intellectually, morally and socially, but no better than twenty or thirty others for the present purpose. The figures used are taken from the report for the year ending June 30, 1899.

The city of Quincy has a superintendent of schools who directs the work of 114 teachers in twelve school buildings. Adams county has 156 ungraded schools, in 156 one room buildings, scattered through twenty-five townships, covering an area of about 800 square miles. The twelve buildings in Quincy, some of them as good as the very best to be found anywhere, are each in charge of a principal. The 156 one room buildings, twenty-five of them treeless and twenty of them worn out, are isolated from one another and from the superintendent. In Quincy, as in other progressive cities, the superintendent is assisted by a supervisor of music, another supervisor of physical culture, and he has an office assistant. The county superintendent had "assistance," also, costing the county exactly \$106.06 for the year. The difference in compensation was about \$500 for the year, in favor of the city superintendent.

Now this city superintendent is a hard working man. He has to *be if he does his duty*. There are twelve buildings, 114 teachers and *5,231 children* under his care and direction. But in each of these

buildings there is a principal with supervisory powers. He can call these principals together any day, and all of the 114 teachers any week, or as often as necessary. He can take a street car and be at any school room door within half an hour. At certain hours of every day any pupil in the city may be sent to him for "conference," or any parent may step into his office to tell him how well he thinks his boy is doing, or otherwise. He can set up a standard of excellence in reading, writing and ciphering, in geography, manners, industry and punctuality, and can give these schools and principals and teachers such encouragement as their various approximations to his standard seem to merit. He can transfer pupils or misfit teachers, principals even, keeping square pegs out of round holes, and in ways too numerous to mention, organize his great work for maximum efficiency.

The county superintendent, after examining 252 applicants for teachers' certificates, preparing for and conducting a ten days' institute; securing, correcting, and consolidating for this department the reports of twenty-five treasurers, and performing the numerous other duties enjoined by law, finds that he has remaining just 134 days in which to traverse 800 square miles, and "visit" his 156 ungraded schools. The law requires him to visit *each* school in the county at least once each year, and in the performance of this duty it specifically requires that he shall spend at least half the time given to his office and more, if practicable, in visiting the ungraded schools. But 134 days were not half his time, and no fewer than twenty-eight ungraded schools were left without even the two hours of oversight, or the few words of counsel and encouragement given the others, and which may have meant to more than one young teacher, all the difference between failure and a measure of success. There must have been some novices among them, for 135 second grade certificates were issued in Adams county that year, against twenty-two of the first grade, and some of the holders of them were very likely in the twenty-eight unvisited schools. Let him who has tried it, be the first to declare that he could have traversed that county better.

The conditions thus contrasted are typical of many counties—more or less so of every county in the State. I refer to them, not in the interest of the superintendents, but in the interest of half the school children in Illinois, and more. If intelligent oversight and direction of teachers is economical in a State where less than one-third of the teachers are either liberally educated or trained for their work, and experience has demonstrated that it is, why should not the children in detached "ungraded" schools be given its benefits as fully as the children in town? It will be answered, I know, that it is quite impracticable. That answer will not go. It is wrong. The work of the county superintendency during the last ten years has demonstrated that existing inequalities can be greatly reduced, if not practically eliminated.

For this reason, and to this end, I recommend the amendment of Section 9, Article II, of the school law, so as to provide that "the limit of time" shall not be less than 200 days in any county; that no limit of time may be made by the county board in counties having more than seventy-five ungraded schools; and that in counties hav-

ing one hundred or more ungraded schools the county superintendent shall be provided with such assistance as may be necessary to enable him to comply fully with the provisions of Section 13 of the same Article, and especially the third paragraph thereof, which requires the county superintendent to spend at least half the time given to his office in visiting ungraded schools.

#### THE COUNTY SUPERINTENDENTS' REPORTS.

Section 10 of Article 1 of the school law requires the Superintendent of Public Instruction to report to the Governor the condition of the schools in the several counties of the State, on or before the first day of November preceding each regular session of the General Assembly, which report shall be laid before the General Assembly at each regular session. Time is of the essence of the value of this report.

Section 17 of Article II, requires the county superintendents to communicate to the State superintendent all information and statistics upon the subject of schools in his county which the latter is bound to embody in his report to the Governor, on or before the 15th day of August. It has heretofore been impossible to obtain these reports on time from all superintendents. I have suggested part of the reason in the preceding paragraph. Not all the delay, however, can be accounted for in that way. A few superintendents are constitutionally dilatory. While more than half the whole number filed their reports on or before the day named in the law, and most of the others were received within a reasonable number of days of grace, some were inexcusably and exasperatingly *slow*. One report was received October 29th—burdened with errors. This meant days of delay and hours of unnecessary work for this office, as well as failure to comply with the law.

Section 28 of Article III., requires boards of trustees to report, or cause the township treasurer to report to the county superintendent on or before the 15th day of July. Section 18 of Article II., makes it the duty of the county superintendent, in all cases where the trustees fail to prepare and forward the statistics required, to employ a competent person to "take the enumeration and furnish such statistical statement," and to allow and pay the person so employed such amount as he may judge reasonable out of the funds passing through his hands, and proceed to recover the same from the trustees, to replace the money taken as aforesaid. I am opinion that an analogous provision for this office would facilitate the transaction of its business, and I recommend legislation accordingly. The time is not distant when, with the clerical force now employed—inadequate twenty years ago—it will become a physical impossibility to comply with the specific requirements of the law without said aid.

#### THE DISTRIBUTABLE FUND.

Section 20, Article II., of the school law, directs that the county superintendent shall apportion the money due and receivable by him

upon the auditor's warrant to the several townships in his county in which schools have been kept in accordance with the provisions of this act, and with the instructions of the State and county superintendents, according to the number of children under twenty-one years of age, and pay over the distributive share of each township to the township treasurer annually. The county superintendent is allowed a commission upon the amount distributed. Except as provided in Section 7, Article VII., the law nowhere authorizes any other disposition of the distributable fund or any part thereof. A few county superintendents, after advice to the contrary from this department, have reported other uses of this fund. Section 6, Article II., especially provides that "It shall be the duty of the county board of the county to provide the said county superintendent with a suitable office, with necessary furniture and *office supplies*, as is done in the case of other county officers." I have accordingly instructed superintendents so reporting to proceed to recover said sums from the county boards, and hereafter to handle the distributable fund as directed by law. The provision in Section 7, Article VII., that notice of teachers' examinations shall be given at the expense of the distributable fund should be repealed. This advertisement is an office expense and should be so treated. The distributable fund should not be diverted for any purpose whatever. It is already much too small.

The total expenditures last year amounted to \$18,167,219.32 or \$18.95 per pupil enrolled in the schools. The amount distributed to the townships by the county superintendents was \$925,285.67. The income from township funds aggregated \$900,183.94. The amount raised in the districts by local taxation was, therefore over \$15,850,-804.88 or \$16.53 per pupil enrolled. While little complaint is heard of this rather strenuous application of the theory that the property of each district should pay for the education of the children of the people who happen to live in it, the fact remains that there are many districts unable to maintain a six months' school even since the limitation of the local tax levy has been raised from two to two and a half per cent. The special reports of the county superintendents heretofore alluded to expose 169 such districts. "By hiring cheap teachers we are able to have six months school in all our districts." I again quote the first county on the list, "but many of our districts would have eight months, and pay better wages if the rate were higher, so they could have more money." But the minimum school term ought to be eight months—six months is not enough—and no district ought to be compelled by any combination of circumstances to "hire cheap teachers." Few "cheap" teachers are good teachers. If we believe in public schools at all, it must be in good schools. The one-million dollar tax levy, which since 1873 has taken the place of the old two-mill tax might well be doubled, especially if half a million were reserved, to be used, under careful safeguards, of course, to re-inforce weak districts which, under present conditions can not maintain a good and sufficient school, and which can not well be annexed to other districts in such a way as to furnish the needed relief.

## THE STATE COURSE OF STUDY.

What is known as the "State Course of Study for the Common Schools of Illinois" is an outgrowth of methods of supervision in Macon, Champaign and Piatt counties, which began to attract attention about twenty years ago. To the Central Illinois Teachers' Association belongs the credit of first urging its advantages in a large way. Richard Edwards, then State superintendent, and a group of active county superintendents, one of whom, George R. Shawhan, of Champaign county, is still in service, and has been continuously a member of the committee on revision, compiled a course for the State in 1889, and an edition was published by this department. In 1893, on the recommendation of my immediate predecessor, Capt. Freeman, then President of the State Teachers' Association, a committee, of which State Superintendent Henry Raab was chairman, was appointed to revise and improve it. It was again revised in 1896, and was enlarged last year by the addition of a "Course in Agriculture for the Common Schools of Illinois." This course, which is a series of lessons, involving observation and activity rather than book study, admirably adapted to the wants of a country school, and entirely within the range of the children for whom it is intended, was prepared at the University of Illinois, under the direction of Professor Eugene Davenport, dean of the College of Agriculture. It is a sympathetic piece of work, in harmony with the pedagogic tendency to relate school instruction to practical life, and with the spirit of the University toward the lower schools. Through all these changes the original plan has prevailed. The list of active teachers and superintendents who have contributed to it is a long one, and includes representative men and women in every department of school work from the primary school to the university. Its influence upon the rural schools has been very great. The old law of the country school was "begin at the beginning of the book and go as far as possible before the directors change the teacher." The "Course of Study" has repealed that law in 99 counties and 10,000 schools. The too frequent change of teachers is still the bane of the country school. The Course of Study tempers that almost unavoidable evil, while it furnishes a basis of work for the county superintendents and intelligent guidance to the teachers. It is a great unifying force. In many counties it is the practice to assemble the pupils who have completed it satisfactorily at the county seat, or some convenient center, to receive the appropriate certificate or "diploma." In some counties the country school "graduation" has come to be regarded as the educational event of the year. In rare cases, also, as in Macon county, the two years of high school work which were added at the last general revision have been completed and the young graduates enter the neighboring high schools in the third year work. All high schools welcome the country school graduate and are glad to admit him without the formality of an examination. He justifies this confidence when circumstances permit him to take advantage of it.





PLATE VII.

But circumstances do not always permit him to do so. There are no figures to show, but it is a conservative estimate, that the number barred from high schools by the tuition far exceeds the number of those who are able to and do pay to attend them.

### THE HIGH SCHOOLS.

There are 321 High Schools in Illinois. This number includes all schools providing courses of study for three years beyond the eighth grade. Some of them, therefore, can hardly be considered complete secondary schools. I shall not discuss the value of the high school. It has found its way into our system, and is rapidly adjusting its organic relation to the university on the one hand and the elementary school on the other. It has come to stay. As a part of the educational system it is coincident with, in point of time, if not consequent to the great flood of social changes which characterize the closing century. The universities had their roots in the middle ages. The old academies, which the high schools have replaced, were mere feeders to the colleges which were the only avenues to culture when all learning was recorded in the Greek and Latin tongues. The primary school was a bread-winning necessity growing out of the invention of the art of printing, and the great commercial activity which followed the achievement of the first and greatest of all the "expansionists," Christopher Columbus. The high school comes with the great economical revolution brought about by the great labor saving inventions, and the marvelous growth of scientific knowledge. The conditions require it. It is the product of no man's theories. Our youth must not merely be prepared for college in the old sense. The schools of technology, of scientific agriculture, the normal school, demand preparation. They are as important as the college. In an increasing sense, too, the high school is itself a college. The complexity of modern life demands a more complete training than the elementary school affords. The State calls imperatively for more trained citizens. Every business interest demands them. In all ways the influence of the high school is as necessary as it is benign.

Why, then, should the opportunities it affords be provided free for one half the children and denied to the other half? What has the farmer's child done that he should not be equally favored by the schools? To ask these questions is to suggest the only answer. "Those who live in the fields are as deserving of the best there is in education as those who dwell beside the asphalt." The country youth is entitled to not only as good a school, but to as *much* school as his city neighbor. How can it be equitably provided? The township high school law, passed twenty-one years ago, even as amended, cannot be pronounced a success—without reservation. About twenty excellent schools are organized under it, but they are nearly all located in centers of population—cities of considerable size where the people have noted its advantages. The communities for whose benefit it would appear on its face to have been made do not, per-



haps could not, economically, use it. Evidently some other way must be provided for him, or the country boy must continue to halt at or near the eighth grade, or find his own way to pay for his tuition through the high school. This is the law. But it is not equity, any more than it is consistent with the idea of a free State university.

I suggest and recommend legislation providing essentially as follows: Whenever a pupil has completed the course of study referred to, in the absence of a defined course of study otherwise authorized by law, through the eighth grade, and has received the county superintendent's certificate to that effect, and when there is no high school in the district in which he resides, he shall be entitled to attend the nearest accredited high school free of all charge of tuition. The board of education having control of the high school thus attended to be authorized to collect, and the proper township treasurer to pay the tuition, charging the same to the district in which said non-resident pupil lives, if in the same township, or to the township fund, if he lives in another township. Or, and better, an appropriation might be made available, from which such non-resident tuition in high schools should be paid by the State at large. The essential thing contained in this recommendation is to open the door of a high school *somewhere* to every boy or girl who aspires to enter it, throughout the length and breadth of the State of Illinois. The high schools thus authorized to receive non-resident pupils should, of course, be inspected and approved by competent authority. A moderate use of State aid might well be made a means of bringing the high schools of smaller communities up to a recognized standard.

#### THE RURAL SCHOOLS.

In Illinois, as elsewhere, the country school is just now the chief object of solicitude. Students of education in all parts of the country are lamenting its alleged decline and seeking to find and state the cause. The large communities are able to take care of themselves, and are quite generally doing it. In the country the terms are shorter. The teachers are not so well paid. Facilities are inadequate. The surroundings are depressing. Classification is difficult. Gradation is impossible. A teacher no sooner develops aptitude for her work than she is wanted in the nearest "graded" school. She goes, because she can get more dollars a month for more months in the year. She goes because the large school has light, warmth, trees, books, pictures—an environment. She goes where she will have from eight to twelve classes a day instead of thirty or forty. She goes to place herself under the stimulating influences of comparison, competition, example, criticism, correction, and co-operation. She leaves a miscellaneous collection of boys and girls to go to an organized school. It is her plain duty to go—she thinks.

This is one view. There is another. Under the right conditions the country school has still some advantages, at least for the younger children, over its more highly organized city neighbor. The chief of these is the superior "timbre"—quality—of the pupils. They

have better physical health, better nerves, and consequently more will power. They are more likely to have slept well and sufficiently the night before. More home responsibilities induces more independence, manifesting itself in both thought and action. The mixed school favors the community spirit. The country school is "nearer to nature's heart." The city school has in the past been the victim of over organization. Cranks have sometimes appeared, who reasoned that because so much work might be done in eight years by the mythical "average pupil," that all pupils should do that much, and none should do more; that exactly one-eighth of it should be done annually, one-ninth of one-eighth of it monthly, one-fourth of that weekly, and precisely one-fifth of one-fourth of one-ninth of one-eighth of the whole should be done each day, even if the victim of such procrustean madness had to take his books home and study half the evening. The country school has at least escaped that epidemic. Some of them, not many, are housed in well-lighted, well-warmed and ventilated little buildings. Some have a library, a museum of curiosities collected by the children themselves from all parts of the country by correspondence with other children, in exchange for things found in their own neighborhood—sometimes even from other countries—some even have pictures, a workshop, a vegetable garden, a flower garden, trees, and a live teacher. The country school that has all, or most of these things, and can maintain them, keeping the school open for eight or nine months a year, would better let well enough alone. They that are whole need not a physician. It is the weak districts that must be strengthened.

One county superintendent suggests a source of weakness that can not be questioned. "Five schools enrolled exactly ten, thirteen schools fewer than ten, and four schools fewer than five pupils each." Curiously enough, his nearest neighbor suggests that "It will be a joyous day for the children when distance can be annihilated and several of these small schools consolidated into an efficient organization." For the benefit of the small schools, in unsanitary school houses, without libraries inside, or shade trees outside, and all districts unable to maintain eight months school a year—six months is not enough—I recommend legislation authorizing the payment of public money for the transportation of children to and from the schools, when the people of any district so direct, at an annual school election, or at a special election called for the purpose of voting upon that question. Such a law is now in operation in thirteen states. Massachusetts began to consolidate weak districts and convey children to school twenty-six years ago. The growth of the plan in popular favor may be measured by the sums expended for this purpose during the last ten years. \$24,145.12 in 1889-90 and \$127,419.22 in 1898-99.

I have lately seen some excellent examples of the practical workings of this plan in the State of Ohio. What has become widely known as the "Kingsville experiment" was made possible by an act which applied to "any township, which by the census of 1890, had a population of not less than 1,710, nor more than 1,715." In other

words, the legislature of Ohio was willing to let the people of Kingsville and vicinity furnish an object lesson for their more conservative neighbors, if they were willing to take the chances and foot the bill. That village and township, however, proved to be like the man who insisted "that he was not such a fool as he looked." The daily attendance increased. The cost per capita diminished. There was a balance on the right side of the account of over a thousand dollars in the first three years. As a result the enabling act was made general, and the plan is spreading. Two very notable examples came under my observation. The first was in Gustavus township, Trumbull county. There were formerly nine districts in that township, and as many small schools. Four years ago, the nine districts were consolidated. A frame building, with four rooms was erected at a cost of \$3,000.00. A principal, three assistants, and a *janitor* were employed. Nine comfortable, covered, spring wagons, with drivers under \$200.00 bonds, were engaged to convey the children to and from the central school. Before the consolidation, the average school attendance in that township was 125. Last year it was 144. The school population remains about the same. The year preceding the consolidation the schools of the township cost \$2,900.00. The union school cost, including the wagons, \$3,156.00, and increase of \$256.00 for the township, but a decrease of \$1.29 per pupil on the average attendance.

The other case is in the adjoining Township of Green. The people of this township were divided in opinion three years ago. They, therefore, wisely waited for the result of the experiment in Gustavus. After observing it two years, they were satisfied. Public opinion crystallized in favor of the plan. Last September the people of this township opened a new, steam-heated, well-lighted and ventilated, brick building, having six large school-rooms, and two smaller rooms, one of which is set apart for the library. Eight wagons convey the children. The principal of the school told me, with pardonable pride, that there was a piano coming. Both of these schools do about three years of high school work. Public sentiment is no longer divided.

The last statement should, perhaps, be qualified. In May, 1900, a committee of two citizens, one for and one against "consolidation," was sent from a township in Warren county, Ohio, to investigate and report upon the facts as they found them in Gustavus township. The report, signed by both members of the committee, stated that persons known to favor the plan were purposely passed by; that fifty-four persons were questioned, and their answers were as stated in the report. Of that number forty-three were for, seven against, and four indifferent to the plan. Of the seven who declared against it, six were without children of school age, and of the four who were indifferent, none had children of school age. "Of all the fifty-four, we find", said the committee, "but one person with children who was opposed to centralization." I talked with the citizens in six or seven country towns in which the plan is in operation, in three different counties, and failed to find a single individual who did not approve

*it.*

Such illustrations could be multiplied. The plan works out. The health of children is improved by it, because of the diminished exposure to stormy weather. School attendance is increased, both in regularity and in the number of pupils. Tardiness and truancy disappear. The school year is lengthened. Better teachers are employed. Teachers can be better paid. I asked one little fellow of ten or twelve years how he liked the union school. "Oh, it's great," he said, "to be where something is going on." And, perhaps, it is from this widened circle of acquaintance, extending beyond the children to the whole community, that one of the great benefits is to be derived. The isolation of small schools—ten pupils or fewer—is not favorable to intellectual, moral or social growth. The young mind grows by contact with other minds, and quite as much by contact with those of near its own strength as by the influence of stronger ones. If this plan both improves conditions and saves expense, as I firmly believe it does, why not make it available for any who want to use it in Illinois?

#### SCHOOL LIBRARIES.

A paragraph in section 27, article V, of the school law provides that school directors "may appropriate, for the purchase of libraries (and apparatus) any school funds remaining after *all necessary school expenses are paid.*" There is just a faint suggestion—perhaps the shadow of a shade—of something resembling irony in this language of the law. It may have escaped the attention of the directors of the five thousand schools yet without libraries, but the thousands of teachers, who by every conceivable form of self-help, from a pumpkin pie sociable to a high grade lecture or concert, have raised a little money for the book fund, have not failed to notice it. The children in the districts where the pupils give the school room its annual scrubbing, and turn the money paid them by the directors for it into the book fund, or the children in the district where they cultivated a vegetable garden one year and applied the proceeds in the same way, could point out the defect in that provision, and insert the right word in the right place. They have learned that a library is a necessity, and not something to be provided after it appears whether there is going to be a surplus. The library is a necessity. The school is not furnished without it. After provisions have been made for light, warmth and ventilation in a school room, it may well be provided with seats and desks, provided the purchaser does not forget that they are for children of different sizes. So much having been done, the library takes precedence of all other necessities, even the blackboard. No school is well provided if it is without a library. It may be questioned whether it is a good school. It most certainly is not the best possible school, and nothing short of that ought long to be good enough for any district in Illinois.

The activity on the part of teachers in providing ways and means where there have been "no school funds remaining," has been one of the noteworthy characteristics of the last two biennial periods. More than 203,234 thousand books have been procured, most of

them by extra-legal methods, within the last four years. It is pleasant to note, also, that in very many cases, when the teachers and children have put their shoulders to the wheel, and begun in earnest to help themselves, Jupiter, in the guise of an intelligent school board, has come forward with assistance. In many counties there are districts in which the directors systematically appropriate as much money without waiting to see if there shall be any "remaining"—as the school raises by its own efforts. This work has been encouraged by all the teachers' associations, great and small, and has been promoted by nearly every county superintendent, and by this department. The crusade for books will be continued until every school in Illinois has its working library of reference books and a collection of good books to read at home.

This country has committed itself to the proposition that every child shall be taught to read. To that much there is no alternative. But merely to teach him to read, is to stop far short. The power to read gives its possessor "access to the universal mind of man." That is a great thing. But it is putting in his hands what, if undirected, may prove to be a means of culture or degradation, and it is almost as likely to be one as the other. The power to read is like a ladder. By its use one may ascend to the heights, or descend into the dampness underground. No system which gives a child the power to read and omits to cultivate his taste and power of selection is sufficient. The school is as much bound to teach even young pupils to discriminate as it is to teach them to spell out the words. More. That is why a collection of the right kind of good books for this purpose is part of the working outfit of a school. Some wisely directed reading is needed, too, to re-inforce the training of the studies. Books multiply ideas. They give breadth and poise to the mind. They enlarge resources. They stimulate mental ambition. They educate the conscience. The systematic improvement of the reading of the people is second to no civilizing agency in scope and power. The district school library, used under the guidance of an intelligent teacher may be made a fountain—Valclusa-like in its dimensions, it may be—but a *source*, nevertheless—of life, of mental health and moral strength. It is demanded of the schools that they produce good citizens. They are for that purpose, and can be justified on no other ground. By no other agency can the schools do so much to inculcate the love of liberty, truth, patriotism, piety, patience, reverence, philanthropy, fortitude, and all virtues, or to subdue all passions—to "hold fast to the man and to awe the beast," as Emerson puts it—as by the right use of the right kind of books. The textbooks merely inform. Good literature inspires to fuller life.

I, therefore, most urgently recommend legislation to encourage the smaller districts to establish and aid them to maintain suitable school libraries. Such legislation may well take the form of a small annual appropriation to every district which first does something for itself, whether by appropriation of district funds by the directors or by any of the means now so much in vogue, or both, and should, of course, *be conditioned upon the selection of the books purchased from an authorized list, and the making of specific provision for their care.*

Such a statute, I am sure, would be followed within a year by definite provision in more than half the county institutes for instruction in the selection and use of library books.

#### SCHOOL ARCHITECTURE AND SCHOOLROOM DECORATION.

Closely related to this library activity, and bearing a relation to the health and comfort of the children on the one hand, and their aesthetic training on the other, analagous to the influence of the library on their intellectual and moral growth, is the very noteworthy, and rapidly spreading activity of the working teachers, in town and country, in the matter of schoolroom decoration, and the demand just setting in for more intelligent school architecture in the country. Quite extended reference to what has been done in one or two favored localities was made in the twenty-second biennial report of this department. Since that report was made, there seems to have been a general awakening. Zeal and enthusiasm are not wanting. Knowledge is less abundant. The average teacher knows little of art. "Any color will do—if it is red," indicates the limitations of most of us. But the right of the child to cheeriness and as much artistic beauty as possible has been announced, and the doctrine accepted. The teachers have sent up the Macedonian cry from more than one direction. In several counties regular daily lectures were given during the last institute by competent instructors, dealing in a direct and simple way with the tinting of walls and ceilings, the selection and hanging of pictures, and the whole matter of interior arrangement. In this movement it may be said, without invidious comparison, that the stalwart superintendent of Cook county is the recognized leader. The Northern Illinois Teachers' Association, unsurpassed in energy, and the power of bringing things to pass, by any similar body anywhere, gave its entire time at the last meeting to the discussion of school architecture and interior adornment. The architects, too, who in recent years, have produced so many attractive buildings, have come to realize that the central consideration in every school house is the working school *room*, and it has lately become possible to find examples of one-room buildings, pleasant, convenient, sanitary, and not without architectural beauty. "Show me your school house, and I will size up your city," said a shrewd commercial traveler. It is soon to be that way in the country. The school house, everywhere, should exhibit the taste, and to some extent, the aspiration of the neighborhood. It should be as good as the best dwelling. It should be lighted from the right direction; have the teacher's desk at the right place; have ample air and floor space; it should have cloak rooms for the boys and girls, lavatories, and the best possible closets. It should be ventilated, and, when possible, have a dry, clean and warm basement. It should have abundant book cases, cabinets and reading tables. The blackboard should be within reach of the children. The walls should be intelligently tinted. There should be two or three good pictures, and at least one piece of statuary. There should be a work-shop. The grounds should be ample for play, and there should be space left for

trees and grass and flowers. A fuller and more definite discussion of this important subject will be made part of this report, if space permits. Otherwise it will be issued as soon as practicable in the form of a circular.

#### THE HIGHER INSTITUTIONS.

The limits of this report will not permit such reference to the higher institutions as I should like to make. Attention is directed to the reports of the several presidents and superintendents included herewith and made a part of this report. Their work, severally, and in the aggregate, is worthy of this growing commonwealth. It is reinforced by more than one private institution of high—some approaching the highest—rank. The day is not distant when it may be possible to say with literal truth that a student need not go beyond the confines of Illinois to study anything whatever that can be taught in the schools.

I offer no apology for the point of view which may, at first thought, seem too prominent in this review. All education, all progress along American lines, even the continued existence of the American state, under its present form, depend upon elementary, and, as I see it, the secondary schools. They can not be made too good. Such effort as this department has been able to make during the past two years has been mainly concerned with them—and chiefly with the rural school. The legislative recommendations made are all in their interest. The substance of every one of them ought, I believe, to be enacted without hesitation. Hardly one of them involves a debatable proposition, except as to form. They are specific measures, and while there are others scarcely second in importance, there can be no question as to these. The State school fund should be increased. The county superintendent should be enabled to do his work. The ungraded schools should be systematized. High school opportunities should be made equal. Libraries should be provided upon an intelligent plan. This department should have the aid required to enable it to comply with existing law, and incidentally to secure compliance on the part of those required to report it.

There were 102 county superintendents, 26,313 public school teachers and supervisors of all grades, and nearly 2,000 school treasurers last year. Their work and the work of this department, cost the people of Illinois \$11,786,964.30. There were also over 5,000 township trustees and more than 35,000 members of boards of education and school directors. Their services, in the aggregate, were of incalculable value, but cost the people nothing. In the name of all the public-spirited school officials, and the devoted army of teachers of all degrees, this imperfect report of their work for the children of this great State is respectfully submitted.

*Alfred Baylies*

*Springfield, Ill., Nov. 6, 1900.*

## PORT OF THE STATE BOARD OF EDUCATION OF THE STATE OF ILLINOIS.

### *Membership and Organization of Board.*

Name.	Feb. 18 Year.	Residence.
William H. Green.....	1903	President, Cairo.....
Bayliss.....	1903	<i>Ex-officio</i> Member and Secretary, Springfield.
Marquis.....	.....	Treasurer, Bloomington.....
A. Gastman.....	1903	Decatur.....
Capen.....	1903	Bloomington.....
B. Sandham.....	1905	Wyoming.....
Kimbrough.....	1903	Danville.....
P. Brady.....	1901	Chicago, 84 La Salle St., Room 601.....
F. Young.....	1901	Chicago, 5342 Cornell Ave.....
Walker.....	1901	Rockford.....
Plain.....	1905	Aurora.....
F. Cook.....	1905	Stalesburg.....
Shanahan.....	1905	Chicago, 185 Dearborn St., room 205.....
Baily.....	1905	Macomb.....
B. Harrington.....	1903	Princeton.....
L. Houghton.....	1901	Chicago., 6515 Normal Ave.....

### *Officers of the Board.*

William H. Green.....	President.....
Bayliss.....	Secretary.....
Marquis.....	Treasurer.....

### *Standing Committees.*

Board of Finance.....	Baily, Shanahan, Capen.....
Buildings and Grounds.....	Capen, Kimbrough, Gastman.....
Curriculum and Course of Instruction.....	Young, Walker, Houghton.....
Salaries and Pensions.....	Walker, Kimbrough, Young.....
State School.....	Gastman, Sandham, Bayliss.....
State of Natural History and Library.....	Young, Plain, Harrington.....

The President of the University is ex-officio a member of each of the committees.



**Financial Report of the Illinois State Normal University for the  
two years ending June 30, 1899, and June 30, 1900.**

	1898-9.	1899-1900.
<b>RECEIPTS.</b>		
Balance on hand July 1, 1898.	285 00	
Appropriation for current expenses.	25,000 00	25,000 00
Appropriation for gymnasium building.	10,000 00	
Appropriation for repair fund.		5,000 00
Rent of land.	600 15	650 00
Gifts, donations, and		8 15
Tuition and term fees.	6,324 16	6,300 00
Amount due treasurer June 30, 1899.	1,000 00	
	<u>\$51,209 70</u>	<u>\$51,651 70</u>
<b>EXPENDITURES.</b>		
Advertising.	2300 00	2300 00
Board of education.	382 00	405 75
Cashier's	300 00	177 25
Comptroller.	1,000 00	1,000 00
Fuel.	652 00	2,291 00
Furniture and carpets.	700 00	1,300 00
Gymnasium building.	5,365 00	
Heating and water plant.	1,673 27	345 22
Labor.	80 00	75 00
Laborer's fees.	314 00	
Lawnmowers and wages.		145 15
Library.	1,000 00	600 00
Repairs.	380 45	5,611 61
Salaries.	27,000 00	24,961 00
Stationery and supplies.	647 15	450 00
Students' tax.		372 00
Supplies.		252 00
Amount due treasurer June 30, 1899.		1,000 00
Balance on hand July 1, 1900.		1,172 15
	<u>\$51,209 70</u>	<u>\$51,651 70</u>

At the June meeting of the Board, 1899, Dr. John W. Cook, who had been connected with the University as student, teacher or principal almost continually since 1862, resigned his office as principal to accept the corresponding place at the new Northern Illinois Normal School at DeKalb. The resignation of Dr. Charles A. McMurtry, for several years supervisor of the practice work, was presented at the same time for a similar reason.

In accepting the resignation of Dr. Cook the board adopted and made part of its record the following:

*Whereas*, John W. Cook, President of the Illinois State Normal University, has decided to sever his official connection with this institution in order to enter upon the complex duties attendant upon opening a new State Normal school, and

*Whereas*, As pupil, professor, and president, he has devoted his powers to the advancement of his alma mater to a high rank among the normal schools of this country, therefore, be it

*Resolved*, That this board, realizing the immense intellectual and moral force that will be withdrawn from the school under its care, takes this occasion to express not only its recognition of the strong personal and professional influence that is going from the Illinois State Normal University with the departure of President Cook, but also its deep regret for that loss; and to wish him the same degree of success in the future that he has always achieved in the past.

Miss Mary A. Potter resigned her place as teacher of languages, also to take a corresponding place at DeKalb. Andrew H. Melville, principal of the grammar school, resigned to pursue studies in an Eastern university.

The board elected Dr. Arnold Tompkins, of the University of Illinois, principal; Dr. John J. Wilkinson, supervisor of practice; Frank Smith Bogardus, principal of the grammar school, and Mrs. Ida L. Gove, teacher of music, and empowered the committee on teachers to employ a teacher in place of Miss Potter.

One year later, at the regular meeting in June, the board was called upon to accept the resignations of Dr. John J. Wilkinson, supervisor of practice; Mrs. Lida B. McMurry, primary critic teacher; Miss Maud Valentine, intermediate critic teacher, and Mrs. Ida L. Gove, teacher of music.

A little later, at a special meeting, held July 31, 1900, the board received and accepted the resignation of the new principal, Dr. Arnold Tompkins, who had been chosen principal of the Chicago normal school.

David Felmley, professor of mathematics and secretary of the faculty, was thereupon unanimously elected principal of the university.

Notwithstanding these and other changes, indicated more in detail in the principal's report, the University has pursued the even tenor of its way. The course of study has been revised, and the practice school re-adjusted accordingly. The faculty has not ceased to act as a harmonious unit. The school maintains its traditions of high scholarship and hard work. There will be no steps backward at Normal.

It is a painful duty to record the death of one of the most valuable members of the board. Mr James H. Norton, appointed in 1897, was principal of the Lake View high school, Chicago. While on his way to Paris to act as judge in the Educational Department of the International Exposition he was taken ill at Southampton, England, and died June 26, 1900.

At the special meeting, held at Normal July 31, his colleague and friend, Mrs. Ella F. Young, of Chicago, introduced the following resolutions, which were unanimously adopted and made part of the permanent record of the board.

*Whereas*, James H. Norton, a member of this board, died at Southampton, England, June 26, 1900, be it

*Resolved*, That the board hereby takes this opportunity to express its warm appreciation of the sterling character of Mr. Norton. During his entire term of service as a member of this board he was devoted to the interests committed to its care, and ever acted from a broad conception of the close relation of these interests to all educational affairs of the State. Though earnest in his advocacy of measures that he initiated or endorsed, yet in his intercourse with his colleagues, he was always a considerate, courteous gentleman.

*Resolved*, That the board extends its profound sympathy to Mrs. Norton in her bereavement.

*Resolved*, That these resolutions be made a part of the record of this meeting, and a copy of the same be sent to Mrs. Norton.

Believing that the University will continue to justify the reasonable expectations of the State, I confidently commend its interests to the General Assembly.

For the Board of Education,

ALFRED BAYLISS,

*Secretary.*

## REPORT OF THE UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS.

---

*Hon. Alfred Bayliss, State Superintendent of Public Instruction:*

DEAR SIR:—I have the honor to submit the report of the University of Illinois, for the bi-ennial period ending June 30, 1900.

### BOARD OF TRUSTEES.

The board of trustees of the University consists of the Governor, the State Superintendent of Public Instruction, and the President of the State Board of Agriculture, *ex officio*, and of nine persons, three of whom are chosen at each bi-ennial election for a term of six years.

The board of trustees is now constituted as follows:

The Governor of Illinois, *ex officio*, John R. Tanner, Springfield.

The President of the State Board of Agriculture, *ex officio*, William H. Fulkerson, Jerseyville.

The Superintendent of Public Instruction, *ex officio*, Alfred Bayliss, Springfield.

Alexander McLean, Macomb; Samuel A. Bullard, Springfield; Lucy L. Flower, Chicago. Term of office expires in 1901.

Mary Turner Carriel, The Majestic, Jacksonville; Francis M. McKay, 61 Alice Court, Chicago. Term of office expires in 1903.

Thomas J. Smith, Champaign; Alice Asbury Abbott, 467 Bowen Avenue, Chicago; Frederic L. Hatch, Spring Grove; Augustus F. Nightingale, Schiller Building, Chicago. Term of office expires in 1905.

### INSTRUCTIONAL FORCE.

The instructional force of the University is as follows:

#### FACULTY.

(In order of seniority of appointment, except the president.)

Andrew Sloan Draper, LL. D., President, President's house, University campus, \*U.

Thomas Jonathan Burrill, Ph. D., LL. D., Vice-President, Dean of the General Faculty and Professor of Botany and Horticulture, 1007 West Green street, U.

Samuel Walker Shattuck, C. E., Professor of Mathematics, 108 West Hill street, \*C.

---

\* U. stands for Urbana; C., for Champaign.

Edward Snyder, A. M., Professor of the German Language and Literature, *emeritus*, Pacific Beach, Cal.

Nathan Clifford Ricker, M. Arch, Dean of the College of Engineering and Professor of Architecture, 612 West Green street, U.

Ira Osborn Baker, C. E., Professor of Civil Engineering, 702 West University avenue, C.

Stephen Alfred Forbes, Ph. D., Dean of the College of Science and Professor of zoölogy, 1209 West Springfield avenue, U.

Charles Wesley Rolfe, M. S., Professor of Geology, 601 East John street, C.

Donald McIntosh, V. S., Professor of Veterinary Science, 511 West Park street, C.

Arthur Newell Talbot, C. E., Professor of Municipal and Sanitary Engineering, 1011 California avenue, U.

Arthur William Palmer, Sc. D., Professor of Chemistry, 608 South Mathews avenue, U.

Frank Forrest Frederick, Professor of Art and Design, 604 South Mathews avenue, U.

Samuel Wilson Parr, M. S., Professor of Applied Chemistry, 913<sup>1</sup>/<sub>2</sub> West Green street, U.

Herbert Jewett Barton, A. M., Professor of the Latin Language and Literature, 406 West Hill street, C.

Charles Melville Moss, Ph. D., Professor of the Greek Language and Literature, 806 South Mathews avenue, U.

Daniel Kilham Dodge, Ph. D., Professor of the English Language and Literature, 406 North State street, C.

Lester Paige Breckenridge, Ph. B., Professor of Mechanical Engineering, 1005 West Green street, U.

David Kinley, Ph. D., Dean of the College of Literature and Arts and Professor of Economics. 1006 West Green street, U.

Eugene Davenport, M. Agr., Dean of the College of Agriculture and Professor of Animal Husbandry, experiment station farm, U.

Albert Pruden Carman, Sc. D., Professor of Physics, 112 West Hill street, C.

Walter Howe Jones, Professor of Music, 503 East Daniel street, C.

Evarts Boutell Greene, Ph. D., Professor of History, 905 California avenue, U.

Charles Churchill Pickett, A. B., Professor of Law, 606 South Mathews avenue, U.

Katharine Lucinda Sharp, Ph. M., B. L. S., Director of the Library School; Professor of Library Economy; Head Librarian, 205 East Green street, C.

George Theophilus Kemp, M. D., Ph. D., Professor of Physiology, 112 West Hill street, C.

George William Myers, Ph. D., Professor of Astronomy and Applied Mathematics and Director of the Observatory, 601 West Green street, U.

William Lincoln Drew, LL. B., Professor of Law, 602 Orchard street, U.

Jacob Kinzer Shell, M. D., Professor of Physical Training and Director of Men's Gymnasium, 905 West Green street, U.

Lewis Addison Rhoades, Ph. D., Professor of the German Language and Literature, 912 California avenue, U.

Thomas Arkle Clark, B. L., Professor of Rhetoric, 928 West Illinois street, U.

Arthur Hill Daniels, Ph. D., Professor of Philosophy, 913 West Illinois street, U.

George Day Fairfield, A. M., Professor of Romanic Languages and Secretary, 1005 West Illinois street, U.

Charles Wesley Tooke, A. M., Professor of Public Law and Administration, 508 West Green street, U.

Perry Greeley Holden, M. S., Professor of Agronomy, 903 California avenue, U.

Alison Marion Fernie, R. A. M. (London), P. A. M. (Philadelphia), Professor of Vocal Music, 705 South Wright street, C.

Thomas Welburn Hughes, LL. M., Professor of Law, 1013 West Illinois street, U.

James Brown Scott, A. M., J. U. D., Dean of the College of Law and Professor of Law, 112 West Hill street, C.

William Sleeper Aldrich, M. E., Professor of Electrical Engineering, 909 California avenue, U.

Newton Alonzo Wells, M. P., Professor of the History and Practice of Painting, 932 West Illinois street, U.

Dillard Hazelrigg Clark, Captain U. S. A. (Retired), Professor of Military Science and Tactics, 911 California avenue, U.

Edwin Grant Dexter, B. Pd., Ph. D., Professor of Pedagogy.

Edgar J. Townsend, Ph. M., Associate Professor of Mathematics. (On leave 1899-1900.)

James McLaren White, B. S., Associate Professor of Architecture, 111 West Hill street, C.

William Esty, B. S., A. M., Associate Professor of Electrical Engineering, 905 California avenue, U.

Violet Delille Jayne, A. M., Dean of the Woman's Department and Associate Professor of the English Language and Literature, 932 West Illinois street, U.

Harry Sands Grindley, Sc. D., Associate Professor of Chemistry, 918 West Green street, U.

Herman S. Piatt, Ph. D., Assistant Professor of Romanic Languages, 924 West Illinois street, U.

Fred Anson Sager, B. S., Assistant Professor of Physics, 502 West Elm street, U.

Frank Smith, A. M., Assistant Professor of Zoölogy, 1106 West Illinois street, U.

Cyrus Daniel McLane, B. S., Assistant Professor of Architectural Construction, 402 West Clark street, C.

James David Phillips, B. S., Assistant Professor of General Engineering Drawing, 410 West Church street, C.

Seth Justin Temple, Ph. B., Assistant Professor of Architecture, 1016 West California avenue, U.

Charles Atwood Kofoid, Ph. D., Assistant Professor of Zoölogy, 909 California avenue, U.

Oscar Quick, A. M., Assistant Professor of Physics, 907 West Green street, U.

Joseph Cullen Blair, Assistant Professor of Horticulture, 907 South Wright street, C.

William Hand Browne, Jr., A. B., Assistant Professor of Electrical Engineering, 510 West High street, U.

George Henry Meyer, A. M., Assistant Professor of the German Language and Literature, 912 California avenue, U.

Maude Wheeler Straight, A. B., Assistant Professor of Library Economy, 205 East Green street, C.

Assistant Professor of Mechanical Engineering,  
Professor of Civil Engineering, 59  
Assistant Professor of Pedagogy and Hygiene,  
U.

#### TEACHERS AND ASSISTANTS

M., Director of Physical Training for  
Director of Gymnasium and Coach of Athletics,  
Instructor in Dairy Husbandry, 1003 South  
L., Instructor in Chemistry, 806 South Sixth  
S., Instructor in Library Economy, 205 East Green  
S., Instructor in Photography and in charge of  
street, C.  
S., Instructor in Astronomy, 612 Stoughton  
D., Instructor in Economics, 905 California  
D., Instructor in History, 909 California  
Instructor in German, 905 West Illinois  
S., Instructor in Mathematics, 397 West Hill  
Instructor in Rhetoric, 502 Goodwin  
Instructor in Mathematics, 930 West Illinois  
Instructor in Railroad Engineering, 905  
Mechanical Engineering, 511 John  
Instructor in Rhetoric and Public Speaking,  
Social Theory, 1101½ West California  
Instructor in Music, 602 Daniel street, C.  
Instructor in Art and Design, 616 West Church  
Instructor in English 502 Goodwin  
Instructor in Animal Husbandry, 403  
Instructor in Horticulture, 504 East Green  
Instructor in Botany, 931 West Green





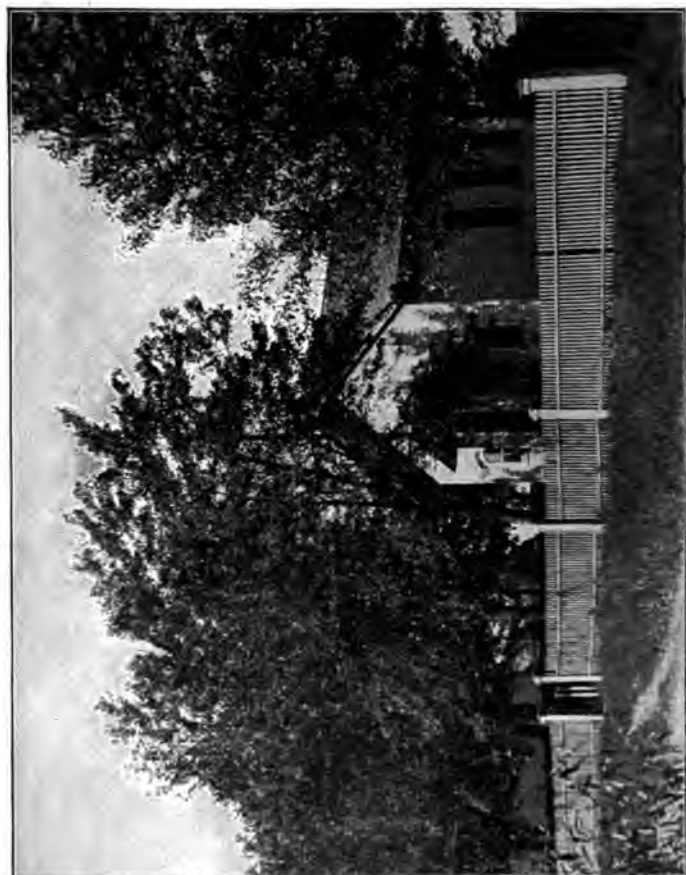


PLATE VIII.

THE NEW YORK  
PUBLIC LIBRARY

ASTOR LENOX  
TILDEN FOUNDATION



PLATE IX.

Hugh Elmer Ward, M. S., Instructor in Soil Physics, 1011 West Illinois street, U.

Robert Louis Short, A. B., Instructor in Mathematics, 605 West Green street, U.

John Hancock McClellan, A. M., Instructor in Zoölogy, 1106 West Illinois street, U.

Oscar Erf, B. S., Instructor in Dairy Husbandry, 1011 West Illinois street, U.

Clendon Vanmeter Millar, M. S., Chief Assistant in Chemistry, on State Water Survey, 707 West California avenue, U.

Jessie Younge Fox, Assistant in Piano, 603 East Daniel street, C.

George David Hubbard, M. S., Assistant in Geology, 212 West Illinois street, U.

Charles Victor Seastone, B. S., Assistant in Theoretical and Applied Mechanics, 928 West Illinois street, U.

Hubert Vinton Carpenter, M. S., Assistant in Physics, 812 West Illinois street, U.

John Langley Sammis, M. S., Assistant in Chemistry, 307 East Springfield avenue, C.

Robert Watt Stark, B. S., Assistant in Chemistry, on State Water Survey, 201 West Vine street, C.

Halbert Lilly Chippis, B. S., Assistant in Civil Engineering, 713 West Elm street, U.

James Franklin Kable, B. S., Assistant in General Engineering Drawing, 1109 West Springfield avenue, U.

Archibald Dixon Shamel, B. S., Assistant in Farm Crops, 811 West Illinois street, U.

Dwight T. Randall, B. S., Assistant in Mechanical Engineering, 707<sup>1</sup>/<sub>2</sub> West California avenue, U.

Albert Franklin Burgess, M. S., Assistant in Entomology, 936 West Illinois street, U.

James Henri Walton, Jr., B. S., Assistant in Chemistry, 713 West Elm street, U.

Frank Roy Fraprie, B. S. Assistant in Chemistry, 713 West Elm street, U.

Fred Randall Crane, B. S., Assistant in Farm Mechanics, 1011 West Illinois street, U.

Harry Curtiss Marble, B. S., Assistant in Electrical Engineering, 305 West University avenue, C.

Edward Phillips Walters, B. S., Assistant in Chemistry, on State water survey, 905 West Illinois street, U.

Cyril Balfour Clark, Foreman in Machine Shops, 602 East John street, C.

Albert Root Curtiss, Foreman in Wood Shops, 606 East John street, C.

Henry Jones, Foreman in Blacksmith Shop, 602 East Green street, C.

Joseph Henderson Wilson, Foreman in Foundry, 602 Stoughton street, C.

Grace Osborne Edwards, B. S., B. L. S., Assistant Cataloger, 934 West Illinois street, U.

Laura Russell Gibbs, Assistant in charge of Loan Desk, 411 East John street, C.

Gertrude Shawhan, B. L., Assistant in charge of Loan Desk, 807 South Wright street, C.

Willard Otis Waters, A. B., Order Clerk, Library, 903 California avenue, U.

Adam Julius Strohm, Order Clerk, Library, 802 West Green street, U.

*Financial Report of the Illinois State Normal University for  
two years ending June 30, 1899, and June 30, 1900.*

	1898-9.	1899-
<b>RECEIPTS.</b>		
Balance on hand July 1, 1898.....	\$68 40	
Appropriation for current expenses.....	25,000 00	\$25
Appropriation for gymnasium building.....	10,000 00	
Appropriation for repair fund.....		1
Rent of land.....	490 15	
Old furniture sold.....		
Tuition and term fees.....	6,244 16	6
Amount due treasurer June 30, 1899.....	1,403 99	
	<u>\$53,206 70</u>	<u>\$51</u>
<b>EXPENDITURES.</b>		
Advertising.....	\$100 00	
Board of education.....	362 00	
Catalogues.....	200 05	
Contingent.....	1,400 00	1
Fuel.....	662 06	2
Furniture and carpets.....	788 40	1
Gymnasium building.....	8,345 00	
Heating and water plant.....	1,473 37	
Labor.....	89 03	
Lawyer's fees.....	314 80	
Lawnmowers and wagon.....		
Library.....	1,000 00	
Repairs.....	349 48	1
Salaries.....	27,490 33	24
Science laboratories.....	647 18	
Sidewalk tax.....		
Supplies.....		
Amount due treasurer June 30, 1899.....		1
Balance on hand July 1, 1900.....		1
	<u>\$53,206 70</u>	<u>\$51</u>

At the June meeting of the Board, 1899, Dr. John W. Cook, had been connected with the University as student, teacher or cipal almost continually since 1862, resigned his office as prin to accept the corresponding place at the new Northern Illinois mal School at DeKalb. The resignation of Dr. Charles A. McM for several years supervisor of the practice work, was present the same time for a similar reason.

In accepting the resignation of Dr. Cook the board adopted made part of its record the following:

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*Whereas*, As pupil, professor, and president, he has devoted his pow the advancement of his alma mater to a high rank among the normal sc of this country, therefore, be it

*Resolved*, That this board, realizing the immense intellectual and force that will be withdrawn from the school under its care, takes th casion to express not only its recognition of the strong personal and p sional influence that is going from the Illinois State Normal University the departure of President Cook, but also its deep regret for that loss to wish him the same degree of success in the future that he has a achieved in the past.

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*Whereas*, James H. Norton, a member of this board, died at Southampton, England, June 26, 1900, be it

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*Resolved*, That the board extends its profound sympathy to Mrs. Norton in her bereavement.

*Resolved*, That these resolutions be made a part of the record of this meeting, and a copy of the same be sent to Mrs. Norton.

Believing that the University will continue to justify the reasonable expectations of the State, I confidently commend its interests to the General Assembly.

For the Board of Education,

ALFRED BAYLISS,  
*Secretary.*

## REPORT OF THE UNIVERSITY OF ILLINOIS, URBANA, ILLINOIS.

---

*Hon. Alfred Bayliss, State Superintendent of Public Instruction:*

DEAR SIR:—I have the honor to submit the report of the University of Illinois, for the bi-ennial period ending June 30, 1900.

### BOARD OF TRUSTEES.

The board of trustees of the University consists of the Governor, the State Superintendent of Public Instruction, and the President of the State Board of Agriculture, *ex officio*, and of nine persons, three of whom are chosen at each bi-ennial election for a term of six years.

The board of trustees is now constituted as follows:

The Governor of Illinois, *ex officio*, John R. Tanner, Springfield.

The President of the State Board of Agriculture, *ex officio*, William H. Fulkerson, Jerseyville.

The Superintendent of Public Instruction, *ex officio*, Alfred Bayliss, Springfield.

Alexander McLean, Macomb; Samuel A. Bullard, Springfield; Lucy L. Flower, Chicago. Term of office expires in 1901.

Mary Turner Carriel, The Majestic, Jacksonville; Francis M. McKay, 61 Alice Court, Chicago. Term of office expires in 1903.

Thomas J. Smith, Champaign; Alice Asbury Abbott, 467 Bowen Avenue, Chicago; Frederic L. Hatch, Spring Grove; Augustus F. Nightingale, Schiller Building, Chicago. Term of office expires in 1905.

### INSTRUCTIONAL FORCE.

The instructional force of the University is as follows:

#### FACULTY.

(In order of seniority of appointment, except the president.)

Andrew Sloan Draper, LL. D., President, President's house, University campus, \*U.

Thomas Jonathan Burrill, Ph. D., LL. D., Vice-President, Dean of the General Faculty and Professor of Botany and Horticulture, 1007 West Green street, U.

Samuel Walker Shattuck, C. E., Professor of Mathematics, 108 West Hill street, \*C.

---

\* U. stands for Urbana; C., for Champaign.



Edward Snyder, A. M., Professor of the German Language and Literature, *emeritus*, Pacific Beach, Cal.

Nathan Clifford Ricker, M. Arch, Dean of the College of Engineering and Professor of Architecture, 612 West Green street, U.

Ira Osborn Baker, C. E., Professor of Civil Engineering, 702 West University avenue, C.

Stephen Alfred Forbes, Ph. D., Dean of the College of Science and Professor of zoölogy, 1209 West Springfield avenue, U.

Charles Wesley Rolfe, M. S., Professor of Geology, 601 East John street, C.

Donald McIntosh, V. S., Professor of Veterinary Science, 511 West Park street, C.

Arthur Newell Talbot, C. E., Professor of Municipal and Sanitary Engineering, 1011 California avenue, U.

Arthur William Palmer, Sc. D., Professor of Chemistry, 608 South Mathews avenue, U.

Frank Forrest Frederick, Professor of Art and Design, 604 South Mathews avenue, U.

Samuel Wilson Parr, M. S., Professor of Applied Chemistry, 913<sup>1</sup>/<sub>2</sub> West Green street, U.

Herbert Jewett Barton, A. M., Professor of the Latin Language and Literature, 406 West Hill street, C.

Charles Melville Moss, Ph. D., Professor of the Greek Language and Literature, 806 South Mathews avenue, U.

Daniel Kilham Dodge, Ph. D., Professor of the English Language and Literature, 406 North State street, C.

Lester Paige Breckenridge, Ph. B., Professor of Mechanical Engineering, 1005 West Green street, U.

David Kinley, Ph. D., Dean of the College of Literature and Arts and Professor of Economics. 1006 West Green street, U.

Eugene Davenport, M. Agr., Dean of the College of Agriculture and Professor of Animal Husbandry, experiment station farm, U.

Albert Pruden Carman, Sc. D., Professor of Physics, 112 West Hill street, C.

Walter Howe Jones, Professor of Music, 503 East Daniel street, C.

Evarts Boutell Greene, Ph. D., Professor of History, 905 California avenue, U.

Charles Churchill Pickett, A. B., Professor of Law, 606 South Mathews avenue, U.

Katharine Lucinda Sharp, Ph. M., B. L. S., Director of the Library School; Professor of Library Economy; Head Librarian, 205 East Green street, C.

George Theophilus Kemp, M. D., Ph. D., Professor of Physiology, 112 West Hill street, C.

George William Myers, Ph. D., Professor of Astronomy and Applied Mathematics and Director of the Observatory, 601 West Green street, U.

William Lincoln Drew, LL. B., Professor of Law, 602 Orchard street, U.

Jacob Kinzer Shell, M. D., Professor of Physical Training and Director of Men's Gymnasium, 905 West Green street, U.

Lewis Addison Rhoades, Ph. D., Professor of the German Language and Literature, 912 California avenue, U.

Thomas Arkle Clark, B. L., Professor of Rhetoric, 928 West Illinois street, U.

Arthur Hill Daniels, Ph. D., Professor of Philosophy, 913 West Illinois street, U.

George Day Fairfield, A. M., Professor of Romanic Languages and Secretary, 1005 West Illinois street, U.

Charles Wesley Tooke, A. M., Professor of Public Law and Administration, 508 West Green street, U.

Perry Greeley Holden, M. S., Professor of Agronomy, 903 California avenue, U.

Alison Marion Fernie, R. A. M. (London), P. A. M. (Philadelphia), Professor of Vocal Music, 705 South Wright street, C.

Thomas Welburn Hughes, LL. M., Professor of Law, 1013 West Illinois street, U.

James Brown Scott, A. M., J. U. D., Dean of the College of Law and Professor of Law, 112 West Hill street, C.

William Sleeper Aldrich, M. E., Professor of Electrical Engineering, 909 California avenue, U.

Newton Alonzo Wells, M. P., Professor of the History and Practice of Painting, 932 West Illinois street, U.

Dillard Hazelrigg Clark, Captain U. S. A. (Retired), Professor of Military Science and Tactics, 911 California avenue, U.

Edwin Grant Dexter, B. Pd., Ph. D., Professor of Pedagogy.

Edgar J. Townsend, Ph. M., Associate Professor of Mathematics. (On leave 1899-1900.)

James McLaren White, B. S., Associate Professor of Architecture, 111 West Hill street, C.

William Esty, B. S., A. M., Associate Professor of Electrical Engineering, 905 California avenue, U.

Violet Delille Jayne, A. M., Dean of the Woman's Department and Associate Professor of the English Language and Literature, 932 West Illinois street, U.

Harry Sands Grindley, Sc. D., Associate Professor of Chemistry, 918 West Green street, U.

Herman S. Piatt, Ph. D., Assistant Professor of Romanic Languages, 924 West Illinois street, U.

Fred Anson Sager, B. S., Assistant Professor of Physics, 502 West Elm street, U.

Frank Smith, A. M., Assistant Professor of Zoölogy, 1106 West Illinois street, U.

Cyrus Daniel McLane, B. S., Assistant Professor of Architectural Construction, 402 West Clark street, C.

James David Phillips, B. S., Assistant Professor of General Engineering Drawing, 410 West Church street, C.

Seth Justin Temple, Ph. B., Assistant Professor of Architecture, 1016 West California avenue, U.

Charles Atwood Kofoid, Ph. D., Assistant Professor of Zoölogy, 909 California avenue, U.

Oscar Quick, A. M., Assistant Professor of Physics, 907 West Green street, U.

Joseph Cullen Blair, Assistant Professor of Horticulture, 907 South Wright street, C.

William Hand Browne, Jr., A. B., Assistant Professor of Electrical Engineering, 510 West High street, U.

George Henry Meyer, A. M., Assistant Professor of the German Language and Literature, 912 California avenue, U.

Maude Wheeler Straight, A. B., Assistant Professor of Library Economy, 205 East Green street, C.

George Alfred Goodenough, B. S., Assistant Professor of Mechanical Engineering, 909 West Green street, U.

Milo Smith Ketchum, B. S., Assistant Professor of Civil Engineering, 510 John street, C.

Stratton D. Brooks, M. Ed., Assistant Professor of Pedagogy and High School Visitor, 808 West Oregon street, U.

#### INSTRUCTORS AND ASSISTANTS.

Jennette Emeline Carpenter, O. M., Director of Physical Training for Women, 407 East Green street, C.

George A. Huff, Jr., Assistant Director of Gymnasium and Coach of Athletic Teams, 511 West University avenue, C.

Wilber John Fraser, B. S., Instructor in Dairy Husbandry, 1003 South Wright street, C.

Carlton Raymond Rose, Ph. M., Instructor in Chemistry, 806 South Sixth street, C.

Margaret Mann, Senior Instructor in Library Economy, 205 East Green street, C.

Charles Thornton Wilder, B. S., Instructor in Photography and in charge of Blue-Print Room, 395 West Hill street, C.

William Charles Brenke, M. S., Instructor in Astronomy, 612 Stoughton street, U.

Matthew Brown Hammond, Ph. D., Instructor in Economics, 905 California avenue, U.

Henry Lawrence Schoolcraft, Ph. D., Instructor in History, 909 California avenue, U.

Neil Couwell Brooks, Ph. D., Instructor in German, 905 West Illinois street, U.

Edward Lawrence Milne, B. S., Instructor in Mathematics, 307 West Hill street, C.

Martha Jackson Kyle, A. M., Instructor in Rhetoric, 502 Goodwin avenue, U.

Henry Livingston Coar, A. M., Instructor in Mathematics, 930 West Illinois street, U.

Edward Charles Schmidt, M. E., Instructor in Railroad Engineering, 905 West Illinois street, U.

Edd Charles Oliver, B. S., Instructor in Mechanical Engineering, 511 John street, C.

William Alexander Adams, A. B., Instructor in Rhetoric and Public Speaking, 412 West High street, U.

Ralph Wylie, Instructor in Violin and Musical Theory, 1101½ West California avenue, U.

Emma Quinby Fuller, A. M., Instructor in Voice, 602 Daniel street, C.

Edward John Lake, B. S., Instructor in Art and Design, 616 West Church street, C.

Lucy Hamilton Carson, A. M., Instructor in English 502 Goodwin avenue, U.

William John Kennedy, B. Agr., Instructor in Animal Husbandry, 403 South Wright street, C.

John William Lloyd, B. S. A., Instructor in Horticulture, 504 East Green street, C.

George Mellinger Holferty, M. S., Instructor in Botany, 931 West Green street, U.



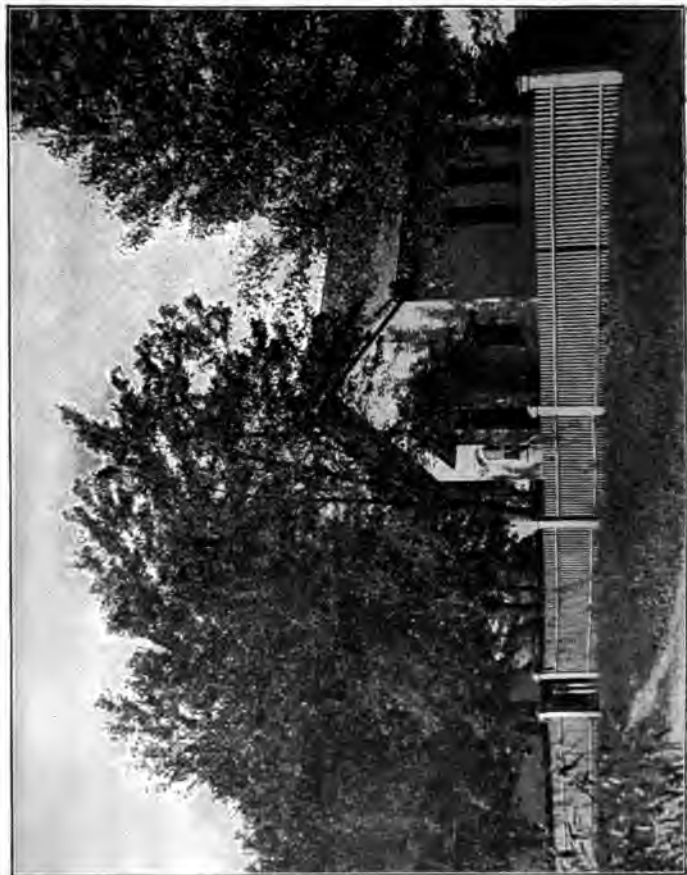


PLATE VIII.

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PLATE IX.

Hugh Elmer Ward, M. S., Instructor in Soil Physics, 1011 West Illinois street, U.

Robert Louis Short, A. B., Instructor in Mathematics, 605 West Green street, U.

John Hancock McClellan, A. M., Instructor in Zoölogy, 1106 West Illinois street, U.

Oscar Erf, B. S., Instructor in Dairy Husbandry, 1011 West Illinois street, U.

Clendon Vanmeter Millar, M. S., Chief Assistant in Chemistry, on State Water Survey, 707 West California avenue, U.

Jessie Younge Fox, Assistant in Piano, 603 East Daniel street, C.

George David Hubbard, M. S., Assistant in Geology, 212 West Illinois street, U.

Charles Victor Seastone, B. S., Assistant in Theoretical and Applied Mechanics, 928 West Illinois street, U.

Hubert Vinton Carpenter, M. S., Assistant in Physics, 812 West Illinois street, U.

John Langley Sammis, M. S., Assistant in Chemistry, 307 East Springfield avenue, C.

Robert Watt Stark, B. S., Assistant in Chemistry, on State Water Survey, 201 West Vine street, C.

Halbert Lilly Chipps, B. S., Assistant in Civil Engineering, 713 West Elm street, U.

James Franklin Kable, B. S., Assistant in General Engineering Drawing, 1109 West Springfield avenue, U.

Archibald Dixon Shamel, B. S., Assistant in Farm Crops, 811 West Illinois street, U.

Dwight T. Randall, B. S., Assistant in Mechanical Engineering, 707<sup>1</sup>/<sub>2</sub> West California avenue, U.

Albert Franklin Burgess, M. S., Assistant in Entomology, 936 West Illinois street, U.

James Henri Walton, Jr., B. S., Assistant in Chemistry, 713 West Elm street, U.

Frank Roy Fraprie, B. S. Assistant in Chemistry, 713 West Elm street, U.

Fred Randall Crane, B. S., Assistant in Farm Mechanics, 1011 West Illinois street, U.

Harry Curtiss Marble, B. S., Assistant in Electrical Engineering, 305 West University avenue, C.

Edward Phillips Walters, B. S., Assistant in Chemistry, on State water survey, 905 West Illinois street, U.

Cyril Balfour Clark, Foreman in Machine Shops, 602 East John street, C.

Albert Root Curtiss, Foreman in Wood Shops, 606 East John street, C.

Henry Jones, Foreman in Blacksmith Shop, 602 East Green street, C.

Joseph Henderson Wilson, Foreman in Foundry, 602 Stoughton street, C.

Grace Osborne Edwards, B. S., B. L. S., Assistant Cataloger, 934 West Illinois street, U.

Laura Russell Gibbs, Assistant in charge of Loan Desk, 411 East John street, C.

Gertrude Shawhan, B. L., Assistant in charge of Loan Desk, 807 South Wright street, C.

Willard Otis Waters, A. B., Order Clerk, Library, 903 California avenue, U.

Adam Julius Strohm, Order Clerk, Library, 802 West Green street, U.



Cecilia McConnell, Reviser in Library School, 934 West Illinois street, U.  
 Emma Reed Jutton, B. L. S., Reviser in Library School, 801 South Wright street, C.  
 William John Fulton, A. B., Custodian of Law Library, 110 East Green street, C.  
 George Henry Campbell, B. L., Fellow in Latin, 207 South Neil street, C.  
 Ralph Wilson Weirick, B. S. Fellow in Architecture, 1004 West Green street, U.  
 Oscar Adolph Leutwiler, B. S., Fellow in Mechanical Engineering, 503 = West Green street, U.  
 Fred Conrad Koch, B. S., Fellow in Chemistry, 312 West Clark street, C.  
 Horace Chamberlain Porter, A. B., B. S., Fellow in Chemistry, 306 West Hill street, C.  
 Arthur Elijah Paine, A. B., Scholar in Economics, 506 South Third street, C.  
 Hadly Winfield Quaintance, A. B. Scholar in Economics, 404 Stoughton street, C.  
 William Albert Hawley, Assistant in Military Science, 603 East Daniel street, C.  
 Peter Philip Schaefer, Assistant Custodian of the Law Library, 503 South Sixth street, C.

**COLLEGE OF MEDICINE.—COLLEGE OF PHYSICIANS AND SURGEONS OF CHICAGO.**

**FACULTY.**

William E. Quine, M. D., Dean, Professor of Principles and Practice of Medicine and Clinical Medicine, Columbus Memorial Building, Chicago.  
 Daniel A. K. Steele, M. D., Actuary Professor of Principles and Practice of Surgery and Clinical Surgery, Columbus Memorial Building, Chicago.  
 Oscar A. King, M. D., Professor of Neurology, Psychiatry and Clinical Medicine, 270 State street, Chicago.  
 Henry Parker Newman, A. M., M. D., Professor of Clinical Gynecology, Columbus Memorial Building, Chicago.  
 Bayard Holmes, B. S., M. D., Senior Professor of Principles of Surgery, Columbus Memorial Building, Chicago.  
 John H. Curtis, M. D., Professor of Therapeutics, Clinical Instructor in Medicine, Chicago View Building, Chicago.  
 G. Frank Lydston, M. D., Professor of Genito-Urinary Surgery and Venereal Diseases, Reliance Building, Chicago.  
 Robert H. Babcock, A. M., M. D., Professor of Clinical Medicine and Diseases of the Chest, Columbus Memorial Building, Chicago.  
 Boerne Bettman, M. D., Professor of Diseases of the Eye and Ear, and Clinical Ophthalmology, Venetian Building, Chicago.  
 John E. Harper, A. M., M. D., Professor of Diseases of the Eye and Ear, and Clinical Ophthalmology, Masonic Temple, Chicago.  
 J. M. G. Carter, A. M., Sc. D., Ph. D., M. D., Professor of Clinical and Preventive Medicine, Waukegan.  
 W. S. Christopher, M. D., Professor of Pediatrics, 408 Center street, Chicago.  
 John B. Murphy, M. D., Professor of Clinical Surgery, Reliance Building, Chicago.  
 Henry T. Byford, A. M., M. D., Professor of Gynecology, and Clinical Gynecology, Reliance Building, Chicago.  
 William Allen Pusey, A. M., M. D., Secretary of the Faculty and Professor of *Dermatology and Clinical Dermatology*, Columbus Memorial Building, Chicago.

Moreau R. Brown, M.D., Professor of Rhinology and Laryngology, Venetian Building, Chicago.

T. A. Davis, M.D., Professor of Principles of Surgery, 987 Jackson Boulevard, Chicago.

J. A. Wesener, Ph. C., M.D., Professor of Chemistry, Columbus Memorial Building, Chicago.

T. Melville Hardie, A.M., M.D., Professor of Otolaryngology, Venetian Building, Chicago.

W. Augustus Evans, M.D., Professor of Pathology, Columbus Memorial Building, Chicago.

Frank B. Earle, M.D., Professor of Obstetrics, 902 West Monroe street, Chicago.

Henry L. Tolman, Lecturer on Medical Jurisprudence, 929 Chicago Opera House Block, Chicago.

F. R. Sherwood, M.D., Professor of Anatomy, 100 State street, Chicago.

W. T. Eckley, M.D., Professor and Demonstrator of Anatomy, 386 Ashland Boulevard, Chicago.

Adolph Gehrmann, Professor of Bacteriology, Columbus Memorial Building, Chicago.

Charles Davison, M.D., Professor of Surgical Anatomy, 103 State street, Chicago.

A. H. Brumback, M.D., Professor of Physical Diagnosis, Reliance Building, Chicago.

Edward C. Seufert, M.D., Adjunct Professor of Histology and Microscopy, 829 Milwaukee avenue, Chicago.

G. W. Post, A.M., M.D., Adjunct Professor of the Practice of Medicine, 1987 Washington Boulevard, Chicago.

George F. Butler, Ph. G., M.D., Professor of Materia Medica and Clinical Medicine, Columbus Memorial Building, Chicago.

E. G. Earle, M.D., Professor of Histology and Microscopy, 91 Lincoln avenue, Chicago.

J. T. Milnamow, M.D., Professor of Physical Diagnosis, 1613 Park avenue, Chicago.

W. M. Harsha, M.D., Professor of Operative and Clinical Surgery, Columbus Memorial Building, Chicago.

M. L. Goodkind, M.D., Professor of General Diagnosis, Columbus Memorial Building, Chicago.

F. E. Wynekoop, B.S., M.D., Professor of Biology and Embryology, 1563 West Monroe street, Chicago.

T. B. Wiggin, M.D., Adjunct Professor of General Diagnosis, Reliance Building, Chicago.

A. H. Burr, Ph. B., M.D., Adjunct Professor of the Practice of Medicine, Reliance Building, Chicago.

W. H. G. Logan, D.D.S., Professor of Dental Surgery, 785 Winthrop avenue, Chicago.

Carl Beck, M.D., Professor of Surgical Pathology, Reliance Building, Chicago.

L. Harrison Mettler, M.D., Professor of Physiology of the Nervous System, 100 State street, Chicago.

Casey A. Wood, C.M., M.D., Professor of Clinical Ophthalmology, 103 East Adams street, Chicago.

A. McDiarmid, M.D., Adjunct Professor of Obstetrics, 103 State street, Chicago.

- L. J. Mitchell, M. D., Adjunct Professor of Anatomy, City Hall, Chicago.  
 C. C. O'Byrne, M. D., Adjunct Professor of Pathology, 747 W. Monroe street, Chicago.  
 Rachelle S. Yarros, M. D., Adjunct Professor of Clinical Obstetrics, 18 Bellevue Place, Chicago.

#### LECTURERS, DEMONSTRATORS, AND CLINICAL INSTRUCTORS.

- W. E. Gamble, B. S., M. D., Lecturer on Ophthalmology and Otology, Reliance Building, Chicago.  
 Franklin S. Cheney, A. M., M. D., Lecturer on Diseases of Children and Clinical Instructor in Medicine, 1004 West Madison street, Chicago.  
 W. L. Ballenger, M. D., Lecturer on Rhinology and Laryngology, 100 State street, Chicago.  
 F. W. E. Henkel, Ph. G., M. D., Lecturer on Materia Medica, 103 State street, Chicago.  
 F. Gregory Connell, M. D., Lecturer on Surgery, 998 Douglas Boulevard, Chicago.  
 S. G. West, M. D., Lecturer on Gynecology, Columbus Memorial Building, Chicago.  
 D. N. Eisendrath, M. D., Lecturer on Surgical Pathology, 103 State street, Chicago.  
 R. H. Brown, M. D., Clinical Instructor in Diseases of Nose and Throat, 1217 Jackson Boulevard, Chicago.  
 M. Corbett, M. D., Clinical Instructor in Gynecology, 1086 West Twelfth street, Chicago.  
 C. M. Ballard, B. S., M. D., Clinical Instructor in Gynecology, 243 South Leavitt street, Chicago.  
 H. E. Santee, M. D., Clinical Instructor in Chest Diseases, 770 Warren avenue, Chicago.  
 H. W. Berard, M. D., Clinical Instructor in Diseases of the Eye and Ear, 1107 West Chicago avenue, Chicago.  
 Ira Wynekoop, M. D., Instructor in Biology, College.  
 Thomas J. Jackson, A. M., M. D., Assistant to the Professor of Practice of Medicine, 521 Thirty-ninth street, Chicago.  
 U. G. Darling, M. D., Clinical Instructor in Nervous Diseases, 1001 West Madison street, Chicago.  
 F. F. Seville, Ph. G., M. D., Clinical Instructor in Rhinology and Laryngology, 1620 West Madison street, Chicago.  
 Benjamin Feltenstein, Clinical Instructor in Children's Diseases, 1573 Monroe street, Chicago.  
 W. M. Burroughs, M. D., Clinical Instructor in Genito-Urinary Diseases, 883 West North avenue, Chicago.  
 Richard Fyfe, M. D., Clinical Instructor in Orthopedics, 84 North Robey street, Chicago.  
 C. W. Barrett, M. D., Clinical Instructor in Gynecology, 438 LaSalle avenue, Chicago.  
 F. J. Ehrmann, M. D., Clinical Instructor in Surgery, 932 West Twenty-second street, Chicago.  
 W. E. Coates, Jr., M. D., Instructor in Bacteriology and Pathology, 655 West Twelfth street, Chicago.  
 S. B. Dickinson, M. D., Clinical Instructor in Diseases of Children, Austin, Illinois.  
 Rosa Engleman, M. D., Clinical Instructor in Children's Diseases, 3033 Indiana avenue, Chicago.

H. E. Wagner, M. D., Clinical Instructor in Genito-Urinary Diseases, corner Milwaukee and Armitage avenues, Chicago.

C. D. Pence, M. D., Clinical Instructor in Diseases of the Chest, 1392 Ogden avenue, Chicago.

C. E. Humiston, M. D., Clinical Instructor in Diseases of the Chest, Austin.

Anabel B. Holmes, M. D., Clinical Instructor in Nervous Diseases, 103 State street, Chicago.

F. A. Phillips, M. D., Clinical Instructor in Diseases of the Eye & Ear, 100 State street, Chicago.

W. S. Royce, M. D., Clinical Instructor in Surgery, 240 Honore street, Chicago.

A. B. Hale, B. A., M. D., Instructor in Ophthalmology, 103 State street, Chicago.

S. S. Fridus, M. D., Instructor in Practice of Medicine, College.

F. C. Zapffe, M. D., Instructor in Diseases of the Chest, College.

Theodore Ticken, M. D., Instructor in Pathology, College.

C. F. Stoltz, M. D., Clinical Inspector in Medicine, Morgan Park.

Theodore Sachs, M. D., Clinical Instructor in Medicine, 478 South Ashland Avenue, Chicago.

G. E. Taylor, D. D. S., Clinical Instructor in Dental Surgery, 131 Ashland Boulevard, Chicago.

E. E. Antisdale, M. D., Clinical Instructor in Ophthalmology and Otology, 103 State street, Chicago.

S. Dahl, M. D., Clinical Instructor in Surgery, 822 North Western avenue, Chicago.

Aime Paal Heinick, M. D., Clinical Instructor in Genito-Urinary Diseases, 372 Trumbull avenue, Chicago.

E. A. Fischkin, M. D., Clinical Instructor in Dermatology, 465 Milwaukee avenue, Chicago.

John S. Nagel, M. D., Clinical Instructor in Surgery, 323 South Western avenue, Chicago.

N. M. Verry, Superintendent, College.

Grace H. Bryant, Librarian, College.

E. M. Heelan, Clerk, College.

P. D. Whyte, Curator of the Laboratories, College.

#### SCHOOL OF PHARMACY.

##### FACULTY.

Frederick Marion Goodman, Ph. G., Dean of the Faculty, Professor of Materia Medica and Botany and Director of the Microscopical Laboratory, 465 State street, Chicago.

Carl Svante Nicanor Hallberg, Ph. G., Professor of Theoretical and Practical Pharmacy and Director of the Pharmaceutical Laboratories, 358 Dearborn street, Chicago.

William August Puckner, Ph. G., Professor of Physics and Chemistry and Director of the Chemical Laboratory, 75 Wells street, Chicago.

William Baker Day, Ph. G., Secretary of the Faculty, Professor of Historical Botany, 465 State street, Chicago.

Henry Horace Rogers, Ph. B., M. D., Lecturer on Physiology, 465 State street, Chicago.

Ephriam Dinsmore Irvine, Ph. G., Instructor in Pharmacy, 358 Dearborn street, Chicago.

Edmund Norris Gathercoal, Ph. G., Assistant in Microscopy, 465 State street, Chicago.

Walter August Jungk, Ph. G., Assistant in Chemistry, 465 State street, Chicago.

#### PREPARATORY SCHOOL.

##### INSTRUCTORS.

Edward Gardiner Howe, B. S., Principal, South Matthews avenue, U.

Lillie Adelle Clendenin, Instructor in English, 1101½ California avenue, U.

Charles Brewster Randolph, A. B., Instructor in Greek and Latin, 412 West Elm street, U.

Clarence Walworth Alvord, A. B., Instructor in History and Mathematics, 1101 California avenue, U.

James William Buchanan, Instructor in Mathematics, 928 West Green street, U.

#### STATE LABORATORY OF NATURAL HISTORY.

##### LABORATORY STAFF.

Professor Stephen Alfred Forbes, Ph. D., Director, 1209 West Springfield avenue, U.

Charles Arthur Hart, Systematic Entomologist, 923 West Green Street, U.

Charles Atwood Kofoed, Ph. D., Superintendent of Natural History Survey, 909 California avenue, U.

Mary Jane Snyder, Secretary, 806 South Sixth street, C.

Henry Clinton Forbes, Librarian and Business Agent, 912 West Illinois street, U.

Lydia Moore Hart, Artist, 923 West Green street, U.

Alice Marie Beach, M. S., Entomological Assistant, 912 West Illinois street, U.

Howard Oakley Woodworth, M. S., Entomological Assistant, 610 East Clark street, C.

Edward Clarence Green, B. S., Field Entomologist, 603 East Springfield avenue, C.

Ralph Waldo Braucher, B. S., 603 East Springfield avenue, C.

Thomas Large, B. A., Ichthyological Assistant, 702 West Oregon street, U.

#### AGRICULTURAL EXPERIMENT STATION.

##### STATION STAFF.

Professor Eugene Davenport, M. Agr., Director, Agriculturalist, Experiment Station Farm, U.

Professor Thomas Jonathan Burrill, Ph. D., Horticulturalist and Botanist, 1007 West Green street, U.

Cyril George Hopkins, Ph. D., Chemist, 907 South Wright street, C.

Professor Stephen Alfred Forbes, Ph. D., Consulting Entomologist, 1209 West Springfield avenue, U.

Professor Donald McIntosh, V. S., Consulting Veterinarian, 511 West Park street, C.

George Perkins Clinton, M. S., Assistant Botanist, 913 California avenue, U.

Wilbur John Frazer, B. S., Assistant in charge of Dairying, 1003 South Wright street, C.

Perry Greely Holden, B. S., Assistant Agriculturalist, 903 California avenue, U.

Joseph Cullen Blair, Assistant Horticulturalist, 1411 West Springfield avenue, U.

Louie Henrie Smith, M. S., Assistant Chemist, 604 Daniel street, C.

Archibald Dixon Shamel, B. S., Field Assistant, 811 West Illinois street, U.

The insertion of this list will give as good an idea of the breadth of University work as can be supplied in equal space.

#### FINANCIAL STATEMENT.

The following summary will show the receipts and disbursements of the University, in a general way, for the year ending June 30, 1899, and also for the year ending June 30, 1900:

*Financial Statement of the University of Illinois, for the twelve months ending June 30, 1899.*

Receipts July 1, 1898 to June 30, 1899.		
Balance.....		\$9,140 69
Interest on endowment and land contracts .....	\$24,961 64	
Fees from students .....	29,281 07	
Departments and laboratories .....	5,764 70	
Miscellaneous .....	5,538 57	
State appropriations .....	188,500 00	
State Laboratory of Natural History .....	11,000 00	
United States Government .....	24,000 00	
Agricultural Experiment Station .....	18,383 95	
School of Pharmacy .....	11,717 51	
School of Medicine .....	53,380 12	372,527 56
		<b>\$381,668 25</b>
Expenditures, July 1, 1898 to June 30, 1899.		
Salaries for instruction .....	\$121,845 03	
Salaries for services .....	23,357 39	
Departments and laboratories .....	7,888 36	
Miscellaneous .....	10,269 66	
State appropriations, not including salaries, .....	115,711 49	
Laboratory of Natural History .....	11,830 64	
Agricultural Experiment Station .....	18,544 33	
School of Pharmacy .....	10,578 16	
School of Medicine .....	43,458 48	363,483 54
		<b>\$18,184 71</b>
Balance June 30, 1899. ....		<b>\$381,668 25</b>

*Financial Statement of the University of Illinois for the twelve months ending June 30, 1900.*

Receipts July 1, 1899 to June 30, 1900.		
Balance, general .....		\$17,533 86
Illinois State Laboratory Natural History balance.....		650 86
Interest on endowment and land contracts .....	\$44,200 26	
Fees from students .....	36,367 69	
Departments and laboratories .....	12,733 15	
Miscellaneous.....	6,695 41	
Donations, Edward Snyder fund. ....	9,500 00	
State appropriations.....	254,230 00	
United States Government.....	25,000 00	
Agricultural Experiment Station.....	16,007 04	
School of Pharmacy.....	11,240 89	
College of Medicine.....	71,423 10	487,402 53
		\$506,587 24
Expenditures July 1, 1899 to June 30, 1900.		
Salaries for instruction.....	\$141,163 80	
Salaries for services.....	23,214 83	
Departments and laboratories .....	8,495 48	
Miscellaneous .....	11,979 31	
State appropriations, not including salaries .....	156,606 33	
Laboratory of Natural History.....	286 03	
Agricultural Experiment Station.....	15,539 73	
School of Pharmacy.....	10,627 57	
College of Medicine.....	79,507 24	447,390 33
		\$54,187 92
Balance June 30, 1900 .....		\$506,587 24

**BUILDINGS.**

The notable event in connection with university buildings is the construction of the splendid group of agricultural buildings now approaching completion on the south campus.

The appropriation for this purpose was \$150,000.00. It has been expended in a group of five buildings, erected in a very plain, but rich style of architecture, and in a very economical form of construction. Never until now has the State expended any considerable sum of money at one time to provide an agricultural plant. While considerable sums in the aggregate have been provided since the organization of the University, there has never been sufficient at any one time to lay out a comprehensive plan of agricultural operations. As a result, the agricultural work of the University has never, until recent years, shown any very strong grasp upon the State agricultural interests. The reason, or explanation, of this, it is worse than idle to discuss.

In the last two or three years a very sharp quickening of interest has manifested itself among the agricultural masses, and at the last meeting of the Legislature this factor came to the help of the University authorities, and brought about the appropriation of a handsome sum for a University agricultural plant. This has enabled the authorities of the University to lay out a comprehensive scheme of buildings which I have every reason to believe will prove more serviceable to the end in view than any other similar scheme in the country. The style of architecture employed, with the economy in construction adhered to, has resulted in the enclosing of an enormous

space for housing all the multitudinous interests which are classified under the general term of scientific agricultural education.

#### FIRE LOSSES.

The University has been especially unfortunate in recent years through losses by fire.

In August, 1896, the Chemical Laboratory was almost wholly destroyed by a stroke of lightning, and resulting fire.

In June, 1897, the Natural History Building was seriously, though not so completely, injured by a similar visitation.

On the morning of Saturday, June 9 last, at 2 o'clock, the oldest building on the campus, which accommodated our Wood Shops, Testing Laboratory, Hydraulic Laboratory, Repair Shops, Gymnasium, etc., was entirely destroyed by fire. The origin is unknown. There was much combustible material in the building, and before we were aware that it was on fire it was beyond all hope. In an hour nothing was left but the outside walls.

This entails upon the University a very serious loss. While the building was an old one, it was substantial, and it was exceedingly useful. It housed many important interests. The moneyed value of the structure, with apparatus, was quite \$75,000.00, and the actual loss to us is considerably in excess of that amount.

We have made such temporary arrangements to continue instruction which was carried on in the destroyed building as we have been able, but much of the work will have to be deferred until the Legislature can relieve us from the exigency in which we find ourselves.

#### NEW BUILDINGS.

The needs of the University in the way of additional structures are great and imperative. The recent fire to which I have just referred creates the need of a new gymnasium building, and also a new engineering building, which shall house the laboratory of applied mechanics and the hydraulic laboratory, or of two engineering buildings, which shall separately house these interests. Such a student body as we now have can not be deprived of a gymnasium for any length of time without grave impropriety, and surely the instructional work of the University which has already been firmly established can not long be interfered with by such a cause as this. It is assumed that the Legislature will make good the loss at its first opportunity.

The serious need of a new chemical laboratory still continues. While the chemical work is under roof, the manner in which it is housed is a positive discredit to the State. The chemistry department of the University is a noble one; noble as to breadth and thoroughness, as to the number of students benefitted thereby, and as to its relations to other university work. It is being seriously



crippled by the insufficient accommodations, and it is the prayer of the University that the State will, at the next session of the Legislature, relieve us from this situation.

Among the most pressing needs of the University is an audient building. The only place for large meeting is the old chapel, which will seat from six to seven hundred people comfortably. In the coming year, doubtless two thousand people will be numbered in the regular University community. While we hold our commencement exercises in the Armory, it is a great trouble to arrange it for this purpose, and we can not undertake to do it for other meetings. Accordingly, half or two-thirds of the people who would like to come to the ordinary university convocations remain away because they know they can not obtain comfortable seats. It is to be hoped that at an early day the State will give us a building which will comfortably seat twenty-five hundred people. In this audience room there should be placed a fine pipe organ, in the interests of the University life in general, and particularly as a stimulant to the musical interests of the University.

#### ATTENDANCE.

The following number of students will show the registration of the University for the year 1898-1899, and also for the year 1899-1900

1898-1899.....	1,824	1899-1900.....	1
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The total attendance by years, from the opening of the University has been as follows:

1868-1869.....	77	1884-1885.....	
1869-1870.....	142	1885-1886.....	
1870-1871.....	180	1886-1887.....	
1871-1872.....	238	1887-1888.....	
1872-1873.....	402	1888-1889.....	
1873-1874.....	496	1889-1890.....	
1874-1875.....	374	1890-1891.....	
1875-1876.....	386	1891-1892.....	
1876-1877.....	338	1892-1893.....	
1877-1878.....	362	1893-1894.....	
1878-1879.....	416	1894-1895.....	
1879-1880.....	434	1895-1896.....	1
1880-1881.....	379	1896-1897.....	1
1881-1882.....	352	1897-1898.....	1
1882-1883.....	382	1898-1899.....	1
1883-1884.....	330	1899-1900.....	1

The counties of the State of Illinois were represented in the student body in the year 1899-1900 as follows:

Adams.....	32	Lee.....	12
Alexander.....	5	Livingston.....	4
Bond.....	1	Logan.....	14
Boone.....	6	Macon.....	20
Brown.....	1	Macoupin.....	9
Bureau.....	26	Madison.....	20
Calhoun.....	1	Marion.....	6
Carroll.....	5	Marshall.....	8
Cass.....	3	Massac.....	7
Champaign.....	390	Massac.....	3
Christian.....	22	McDonough.....	7
Clark.....	5	McHenry.....	9
Clay.....	5	McLean.....	26
Clinton.....	4	Menard.....	2
Coles.....	18	Mercer.....	14
Cook.....	262	Montgomery.....	10
Crawford.....	6	Morgan.....	4
Cumberland.....	4	Moultrie.....	16
DeKalb.....	5	Ogle.....	9
DeWitt.....	10	Peoria.....	29
Douglas.....	22	Perry.....	6
DuPage.....	5	Platt.....	22
Edgar.....	15	Pike.....	3
Edwards.....	2	Pope.....	2
Elmham.....	6	Pulaski.....	1
Fayette.....	7	Putnam.....	4
Ford.....	21	Richland.....	3
Franklin.....	1	Rock Island.....	18
Fulton.....	18	Saline.....	2
Gallatin.....	1	Sangamon.....	21
Greene.....	5	Schuyler.....	5
Grundy.....	5	Scott.....	5
Hancock.....	18	Shelby.....	8
Henderson.....	3	Stark.....	10
Henry.....	9	St. Clair.....	8
Iroquois.....	19	Stephenson.....	5
Jackson.....	5	Tazewell.....	22
Jasper.....	1	Union.....	7
Jefferson.....	5	Vermillion.....	26
Jersey.....	2	Wabash.....	2
JoDavless.....	4	Warren.....	5
Johnson.....	6	Washington.....	3
Kane.....	20	Wayne.....	2
Kankakee.....	15	White.....	2
Kendall.....	5	Whiteside.....	26
Knox.....	21	Will.....	26
Lake.....	4	Williamson.....	3
LaSalle.....	29	Winnebago.....	12
Lawrence.....	2	Woodford.....	5

It is proper to say that a very large part of the students credited to Champaign county are from families who come from a distance and take up residence here for the education of their children.

Other States, territories and countries were represented in the student body last year as follows:

## STATES.

Alabama.....	1	Nebraska.....	16
Arkansas.....	1	Nevada.....	1
California.....	7	New Hampshire.....	2
Colorado.....	3	New York.....	9
Florida.....	1	North Dakota.....	4
Iowa.....	111	Ohio.....	25
Indiana.....	67	Oregon.....	1
Kansas.....	25	Pennsylvania.....	8
Kentucky.....	9	South Dakota.....	9
Louisiana.....	1	Tennessee.....	4
Maryland.....	3	Texas.....	7
Massachusetts.....	1	Utah.....	2
Michigan.....	29	Virginia.....	1
Minnesota.....	24	Wisconsin.....	24
Mississippi.....	2	Wyoming.....	3
Missouri.....	12		

## TERRITORIES.

Oklahoma.....	1
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## COUNTRIES.

Canada.....	4	Moravia.....	
China.....	1	New Mexico.....	
Cuba.....	1	Norway.....	
Denmark.....	1	Spain.....	
Germany.....	1	Sweden.....	
Japan.....	3	Turkey.....	

## ACCREDITED HIGH SCHOOLS.

The system of accrediting high schools to the university continues in very satisfactory operation. These schools are visited by the University's High School Visitor, and if their course of instruction and quality of work meet his approbation he reports the fact to the General Faculty of the University, and upon vote of that body they are given a place on the accredited list. This means that graduates are received in the university upon their diplomas without examination.

The list of accredited schools is as follows:

Aledo.	Chicago Manual Training.	Hoopeston.	Polo.
Alton.	Christman.	Jacksonville.	Pontiac.
Amboy.	Clinton.	Jerseyville.	Princeton.
Anna.	Clinton, Ia.	Joliet.	Quincy.
Arcola.	Cobden.	Kankakee.	Ridge Farm.
Atlanta.	Danville.	Keokuk, Iowa.	Riverside.
Aurora, (East)	Davenport, Ia.	Kewanee.	Robinson.
Aurora, (West)	Decatur.	Lacon.	Rochelle.
Batavia, (East)	Delavan.	LaGrange.	Rockford.
Beardstown.	Dixon, (North)	Lanark.	Rock Island.
Belleville.	Dixon, (South)	LaSalle.	Rossville.
Belvidere, (North)	Downer's Grove.	LeRoy.	Rushville.
Belvidere, (South)	Dubuque, Ia.	Lewistown.	St. Louis, Mo..
Bement.	Dundee.	Lexington.	Salem.
Bloomington.	DuQuoin.	Lincoln.	Sandwich.
Blue Island.	Dwight.	Litchfield.	Savanna.
Burlington, Ia..	East St. Louis.	Lockport.	Shelbyville.
Cairo.	Edwardsville.	Macomb.	Southern College
Camp Point.	Effingham.	Marengo.	Institute, (Albany)
Canton.	Elgin.	Marseilles.	Sparta.
Carlinville.	Elmwood.	Mattoon.	Springfield.
Carlyle.	Evanston.	McLeansboro.	Sterling.
Carrollton.	Evansville, Ind..	Mendota, (East)	Streator.
Carthage.	Farmer City.	Mendota, (West)	Sullivan.
Centralla.	Farmington.	Metropolis.	Taylorville.
Champaign.	Freeport.	Moline.	Terre Haute, Ia.
Charleston.	Fulton.	Monmouth.	Tuscola.
Chicago—	Galeana.	Monticello.	Urbana.
Austin.	Galesburg.	Mound City.	Vandalia.
Calumet.	Galva.	Mount Carmel.	Vienna.
Englewood.	Geneseo.	Mount Carroll.	Virden.
English High and	Gibson City.	Mount Vernon.	Washington.
Manual Training.	Grand Prairie Semi-	Murphysboro.	Watseka.
Hyde Park.	nary, (Onarga)	Newton.	Waukegan.
Jefferson.	Greenfield.	Normal.	Wenona.
Lake.	Greenville.	Oak Park.	Western Mill
Lake View.	Griggsville.	Olney.	Academy (Albany)
Marshall.	Harvard.	Oregon.	Wheaton.
Medill.	Harvey.	Ottawa.	Wilmington.
North Division.	Havana.	Pana.	Winchester.
Northwest Division.	Henry.	Paris.	Woodstock.
South Division.	Highland Park.	Paxton.	Wyoming.
South Chicago.	Hillsboro.	Pekin.	Yorkville.
West Division.	Hinsdale.	Peoria.	
Chicago Heights.		Pittsfield.	

Biggsville, (Township High School)	DeKalb, Flora, Gilman, Marshall, Morris, Mt. Morris College.	Mt. Pulaski, Nashville, North Park College, (Chicago) Odell, Pecatonica,	Piano, Sheffield, Sycamore, Warren, Warren Academy, Whitehall.
Chillicothe, Clyde, (Township High School) Colfax,			

#### COLLEGE OF MEDICINE.

In 1897 the College of Physicians and Surgeons, of Chicago, became affiliated with the university as its school of medicine. The arrangement to this effect was to cover a period of three years. This period was really looked upon by both sides as a trial period. Before its expiration in May last it had proved so satisfactory and advantageous to both institutions that a more permanent arrangement was mutually desired.

Accordingly, committees were appointed from the board of trustees of the two institutions for the purpose of devising a scheme for a complete union of the College of Physicians and Surgeons with the State University on the basis of the permanent absorption of the property of the college by the university. Investigations which were carefully made led the joint committee to believe that out of the university equity in the surplus earnings of the medical college the entire property of that college could be paid for in a period of twenty-five years. Accordingly, an elaborate agreement was prepared and entered into by the two boards of trustees, under which the ultimate authority over the medical college became vested in the university, and its right to the property became absolute as soon as the accumulated earnings which were determined to belong to the university should equal the agreed-upon value of the real estate and equipment.

This arrangement, in a word, gives the university a medical college of first-class without any cost to the State. It does so at once. It rounds out the university organization to completion, and it enables the State to exert its influence directly in the uplifting of medical education. It gives added help to the other departments of the university and gives the help of those departments to medical learning.

The medical college is growing rapidly in numbers and in influence, and its complete absorption by the university is a subject for congratulation by all friends of the institution.

#### EXTENSION OF WORK.

In the biennial period, the work in which the university was formerly engaged has been very materially strengthened and improved, and several important new lines have been taken up.

A year ago we commenced some new lines in railroad engineering. Interest in this line of work has been growing for several years. Some three years ago the Cleveland, Cincinnati, Chicago & St. Louis Railway Company (Big Four), built a dynamometer car for our use upon its system, which has been much employed and become very serviceable in our instructional work, as well as serviceable in the in-

terests of the road. Last spring the Illinois Central Railroad did the same thing, and decided improvements were made upon the first car constructed, so that we have two of these testing cars now at our disposal.

The work in our old departments of civil engineering and mechanical engineering has been of much interest to the railroads, and taken together with the facilities afforded by our dynamometer cars, and the help of an additional instructor in railway engineering, and the cordial coöperation of all the railroad officials with whom we come in contact, has enabled us to meet the wishes of a continually increasing number of students who contemplate entering the railway service.

I am very glad to be able to say also that the railroads are seeking our graduates for regular service, and that our students find places at reasonable remuneration as soon as they are ready for work. All this is most encouraging, for on the one hand it leads young men to seek a college training as a means of entering into railway service, and on the other hand it provides a more competent, versatile, and resourceful service for the railroads.

We have also taken up several lines of work relating to the life of the household. These cover the construction, decoration, and furnishing of the house, household sanitation, clothing, the selection, preparation, and service of foods; in short, all matters relating to habits of life, and improvements in living.

In the summer of 1899, the university made an earnest effort to establish a summer term. Some such efforts had been made some years ago, but without much success. The last one secured the attendance of 148 students during a term continuing nine weeks. The offerings were not many, but the work was satisfactorily initiated, and the results were quite substantial. The work offered was largely of a character which would appeal to teachers in the high schools of the State, and persons of this class responded in considerable numbers. Students were allowed to do work which might count towards a university degree, and many availed themselves of the privilege.

The results of the summer's experience were so encouraging as to lead the board of trustees to provide a similar term in the summer of 1900. The financial straits of the university were such as to prevent us from putting as much money into the enterprise the second summer as the first one. As a result, the attendance was somewhat diminished. The term fees of the summer school are merely nominal, and the receipts from this source provide only something like twenty per cent. of the cost of the term.

However, I have pleasure in saying that the matter has been recently thoroughly considered by the board of trustees, and it has been decided to make the summer term a permanent feature in university work. Accordingly, a much more liberal appropriation has been made for the term in the summer of 1901 than ever before. The offerings will be increased, and some outside help will be secured to *enable us to make the best practicable provision for the natural constituents of the State university.*

The university has grown in the last two years beyond all precedent. Its faculty has been increased and strengthened, its buildings and equipments have been extended, its work has been multiplied and intensified, its student body has steadily grown larger, and its usefulness to the State has everywhere become more manifest, and all this has come to be very cheerfully recognized.

Very sincerely yours,

A. S. DRAPER,  
*President.*

## ILLINOIS STATE NORMAL UNIVERSITY.

NORMAL, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—In accordance with your request I present the following biennial report of the Illinois State Normal University.

The Board of Education of the State of Illinois for the two years ending June 30, 1900, was as follows:

Hon. William H. Green, Cairo, President.

Hon. Alfred Bayliss, Springfield, ex-officio and Secretary.

Enoch A. Gastman, Decatur.

Charles L. Capen, Bloomington.

William R. Sandham, Wyoming.

E. R. E. Kimbrough, Danville.

Matthew P. Brady, Chicago.

Mrs. Ella F. Young, Chicago.

Peleg R. Walker, Rockford.

M. E. Plain, Aurora.

Forrest F. Cook, Galesburg.

James H. Norton, Ravenswood.

M. W. Shannahan, Chicago.

Jacob A. Baily, Macomb.

George B. Harrington, Princeton.

F. D. Marquis, Bloomington, Treasurer.

Mr. Norton died at Southampton, England, June 26, 1900, while on his way to the Paris exposition to serve as a member of the awarding committee in the educational exhibit. On July 23 Mr. F. A. Houghton, Chicago, was appointed in his stead.

The faculty for 1898–9 was as follows:

John W. Cook, A.M., LL.D., President, Professor of Mental Science and Didactics.

Henry McCormick, A.M., Ph.D., Vice-President, Professor of History and Geography.

Buel P. Colton, A.M., Professor of Natural Sciences.

David Felmley, A.B., Professor of Mathematics.

Charles A. McMurtry, Ph. D., Supervisor of Practice.

O. L. Manchester, A.M., Professor of Ancient and Modern Languages.







PLATE X.





PLATE XL

Manfred J. Holmes, B.L., Assistant in Mental Science and Didactics.  
 J. Rose Colby, Ph.D., Preceptress and Professor of Literature.  
 Mary Hartmann, A.M., Assistant in Mathematics.  
 Clarissa E. Ela, Teacher of Drawing.  
 Eva Wilkins, Assistant in History and Geography.  
 B. C. Edwards, Teacher of Gymnastics.  
 Amerlia F. Lucas, Teacher of Reading.  
 Elizabeth Mavity, Teacher of Grammar.  
 Frederick D. Barber, Assistant in Natural Sciences.  
 Mary R. Potter, A. B., Assistant in Ancient Languages.  
 Andrew H. Melville, Principal of Grammar School.  
 Lida B. McMurry, Assistant Training Teacher, Primary Grades.  
 Maud Valentine, Assistant Training Teacher, Intermediate Grades.  
 Anne A. Stanley, Assistant Training Teacher, Grammar Grades.  
 O. R. Zoll, Principal First Intermediate Grade.  
 Charles H. Allen, } Principals of Second Intermediate Grade.  
 Effie Pike, }  
 Francis E. Cole, } Principals Second Primary Grade.  
 Anna King, }  
 Lillian Trimble, Principal First Primary Grade.  
 Elmer W. Cavins, Teacher of Penmanship and Orthography.  
 Ange. V. Milner, Librarian.

At the opening of the Northern Illinois State Normal School at DeKalb, in 1899, President Cook, Dr. McMurry, and Miss Potter were elected to the faculty of that institution. Arnold Tompkins, Ph.D., J. J. Wilkinson and Miss Irene Blanchard were elected to fill the vacancies thus created. Mrs. Ida Gove was appointed teacher of music; Mr. Frank S. Bogardus, Principal of the Practice School; Charles W. Whitten, Principal Second Intermediate; Frank J. George, Principal First Intermediate; Will H. Johnson, Principal Second Primary; and Annabelle Melville, Principal of First Primary.

The attendance for the year 1898-9 in the Normal department was 840. For 1899-1900 the attendance was 1,008. The attendance in the Practice School for the same periods was 298 and 248 respectively. The aggregate for the first named year in all departments was 1,138, for the second 1,256. The large attendance in the Normal department in the latter year was due to the 371 additional students enrolled in the summer term. In 1898-9, 83 counties were represented in the Normal department; in 1899-1900, 82 counties. In these years 17 and 29 students respectively were admitted from other States. Such students are admitted on the payment of tuition at the rate of \$1.00 per week. It is arranged, however, that if they afterwards teach an equal time in the public schools of Illinois this tuition will be refunded.

With the opening of the State Normal Schools at DeKalb and Charleston has come a shrinkage of about 150 in the average attendance in the normal department as compared with the two preceding years. While this shrinkage in attendance has brought needed relief in the size of our classes, most of our classes are still too large and our instructors are overburdened with work. Twenty-five recitations per week, each fifty minutes in length, are still regularly required of our teachers.

During the past year a radical revision of the course of study has been undertaken. There is now provided a course of twenty-four credits, a credit representing twelve weeks' work in a subject as done by the best grade of students, graduates of superior high schools with four year courses whose work is fully accredited at the University of Illinois. Classes are provided for students of inferior preparation by which they may obtain a credit in two or in three terms. These students may be from six to twelve terms in completing the course. While this flexibility in the course adapts it to students of every grade of ability and preparation, we arrange our studies for working purposes according to three programs; a two-year program for graduates of superior high schools or those of equivalent preparation, a three-year program for graduates of village high schools, and a four-year program for students whose preparation has been practically limited to a good elementary course. Latin and Greek may be substituted in any of these programs to the extent of six credits. In the four-year program especial attention is paid to the needs of teachers in the rural schools. Elementary science, especially as related to agriculture and composition has been made prominent features of the first year's work. Social science and economics have been made a required study in all programs. Series of electives are provided for such students as desire to prepare for primary work, science, mathematics, literature, or other specialties. But no student is permitted to substitute these electives for the regular credits unless he has acquired, either in the normal school or elsewhere, a certain minimum standard in the omitted branches. The number of daily exercises required by the student has been reduced to twenty per week and the recitation period has been lengthened to fifty minutes. It is believed that with fewer lines of work and more concentrated effort a higher degree of scholarship will be secured.

In the practice school the environment has been made more natural. That is, more like the conditions prevailing in ordinary schools where children study and recite alternately in the same room. Eight critic teachers are now provided for the eight grades and the student-teacher is almost constantly beneath the eye of a competent supervisor. Since a large proportion of our graduates become high school teachers the work of the practice school has been extended into the ninth, tenth and eleventh grades so as to provide practice in high school teaching. This high school department of the model school is unlike the high school existing here prior to 1895 in which all the *teaching was done by regular paid instructors*. Our work has been *greatly hampered by the diminished attendance in the practice school*,

which last year averaged about 200. At its last meeting the Board of Education reduced the tuition charge, which had been \$15 per year in the intermediate and \$25 per year in the grammar grades, to the uniform fee of \$1 per term. It was hoped that with this reduction the practice school rooms would be filled with children. Our experience at this date, Oct. 20, 1900, indicates that some other plan must be adopted.

A six weeks' summer term, beginning June 25th, was held during the past summer. The enrollment, 446, far exceeded our most sanguine expectations. As was expected, there was a goodly number of young people just preparing to begin the work of teaching. Our attendance, however, consisted mainly of the best teachers of our graded schools, ambitious people of maturity and skill, who had come for the inspiration and suggestion that the Normal School affords. The experience of last season fully demonstrates the wisdom of maintaining summer terms with courses especially adapted to teachers of experience and standing.

The Normal School is based on the proposition that always and everywhere there is but one question in education and that question is the teacher; that there is no merit in a school system that is not in the last analysis determined by the character of its teachers; that the supreme duty of the State that has undertaken the work of public education is to provide for the schools well-trained and devoted teachers. The question for the Normal School is, what can be done to equip the teacher for his high function?

Teaching is an art, and like all other arts it has its practices and rules, its methods and devices, handed down by tradition, or authoritatively stated by men of reputation. These rules and practices are often based on mere rules of thumb experience, often deliberately invented by presumptuous quackery; they are usually learned by imitation and followed in a more or less aimless manner. Teaching is full of fads and humbugs. New methods are exploited by authors and publishers for the money there is in it. Teachers not grounded in a scientific knowledge of their art, and conscious of their own shortcomings, run after the latest prophet. Our teachers' institutes lack aim, plan, and definite coherence in the matter of method of instruction. They are too often devoted to advertising the latest educational panacea. Our school journals, too, are scrappy and inconsistent. Like the "science column" of the country newspaper, they often contain more superstition than science. We find articles advocating such a variety of contradictory methods that we soon rest satisfied that, however rank the poison, the antidote will appear in the next number. But what is the effect upon the young teacher? Seeing methods so diverse upheld by arguments so plausible and names so great, he concludes that all methods must be equally good and settles down to a callous indifference in regard to the whole matter.

Who shall decide between two conflicting methods? Miss A. teaches reading by the synthetic method; Miss B. by the word method. Each declares her method a success, because she has tried it and it works beautifully; *and somehow* the children do learn to read under

both methods. How often does the child learn, not because of, but in spite of our teaching! We are blind builders; only one blow in five hits the nail upon the head, and often we do not know which of the five it is! There is but one method; the child learns by it; it is the method that conforms to the laws of the child's mental growth. All our learning, all our devotion count for naught unless we teach in accordance with these laws. Not only do we waste time and energy by running counter to the child's normal activities, but we pervert and destroy these activities—the more by the very faithfulness and persistence of our efforts.

Now it is to cure this state of things that Normal Schools exist. It is evident that the best method is not to be found in mere experience. It is to be found in agreement with the nature of the child. Accordingly the Normal School sets up a definite aim for the teacher's effort. This aim is the "full realization of personality in a character of strength, beauty and freedom." Such a character involves a goodly measure of intellectual power, wide knowledge of truths and laws, appreciation of beauty in nature and art, a love of justice, generous human sympathy, and staunch moral integrity. As a means of attaining this end in character, it proposes to make the art of teaching rational by basing it upon its underlying science, namely, the knowledge of the physical, mental and moral nature of the child, and the laws that govern its growth. Teaching is no exception to the rule that all arts have in the beginning developed more rapidly than their related sciences.\* Man has learned through experience without knowing why, that certain methods secured the ends desired. The early arts were crude and imperfect; they waited for a scientific knowledge of their underlying principles to put their rules upon a rational basis and point the way for new methods and a finer skill. We have seen scientific agriculture trebling the yield of the sugar beet; we have seen the study of antiseptics and bacteria minimizing the dangers of surgery; we have seen the enormous strides made in all the industrial arts through the growth of science; we believe that scientific teaching may bring even greater blessings.

Without this scientific knowledge of the aim and methods of his art the teacher has only two resources to guide him in his work. The first is that strong sympathy with children and instinctive insight into their interests and aptitudes that marks what we call the born teacher. For this native tact and skill there is no substitute. Teachers in the large sense are born and can not be made. Yet in all other arts the Angelos and Beethovens, the Miltons and Edisons, availed themselves of every means to perfect themselves in the principles underlying the technical skill through which they expressed their genius. There has been no genius so vast or original that it has not been helped in this way. Much more must the teacher of moderate native endowment look to patient study of the principles of his art.

The second resource of the unscientific teacher is experience. But mere experience only rivets the chains of habit. It is the character *of the practice* and not the amount of it that makes experience val-

nable. If there is no insight into the meaning of the work done and the principles that are involved, no definite standards to test the results of the practice experience may simply confirm bad habits. At best mere experience can only bring a certain readiness in dealing with familiar conditions; it renders the teacher helpless in the presence of the new and unfamiliar.

The Normal School must stand for high scholarship. That the teacher should be scholarly is the traditional belief of the American people; indeed, in the popular regard it overshadows all other qualifications. The people are right. The very nature of the teaching process demands that the teacher see in its details and in its relations each body of truth that the pupil is to learn. In the school the child is to learn facts, he is to be led to generalizations from these facts, he is to acquire certain useful arts. Through the spontaneous activity of his own senses the child will discover facts if placed in the proper environment; but the ignorant teacher can neither create nor select the environment. In the marshaling and comparison of these facts, without assistance and direction by some skilled leader who understands their significance the student can discover right conclusions only by stumbling upon them. Skill in an art can be obtained by rightly directed practice. The unskilled teacher may see that his pupils practice, but mere sawing of the bow across the strings does not make the violinist. He may even direct that practice through some knowledge of the general rules of teaching but he can neither furnish models for imitation nor the inspiration of leadership.

It is said that one can teach a horse to trot without trotting himself and Jacotot went so far as to undertake to teach languages that he could neither read nor speak. But neither the horse trainer nor Jacotot were in the true sense teachers. To teach is not merely to cause to learn. All that they did was to arrange certain external conditions favorable to the self-activity of the pupils—a function belonging to the parent or the school board. There was none of the kindling enthusiasm, the contagious love of truth, the quickening touch of the master's spirit that is the soul of teaching.

The opinion prevails that so-called academical instruction, that is instruction in the matter of the branches should be limited to ordinary schools and colleges and that Normal schools should confine themselves to so-called professional work. The Normal school should exact extensive preparation from all who propose to enter its courses, yet the Normal school can not build upon the high school work as final. The high school student looks upon the subjects of study as so many masses of knowledge to be acquired. The teacher must regard them as the instruments of his art. He recognizes education as a growth, and the facts and principles of the various sciences as the means that minister to that growth. How knowledge is acquired is often of more importance than the knowledge itself.

The teacher must know the logical organization of a body of knowledge, its correlation with other fields of knowledge which the child may explore, and he must know further its organization with refer-



ence to the experience and interests of the child, that he may rightly determine the point of contact between the child and the study. Hence in the Normal school he must re-examine all the studies of the schools to reorganize their facts and laws from the point of view of the teacher. He should also make some advance into fresh fields of thought, if only to analyze the mental processes involved in his own learning.

Professional instruction divorced from the subjects of study is abstract and empty. It lacks interest, content and meaning. It is like practicing with knife, fork, and spoon in the absence of victuals. The best instruction of our Normal schools will always be in close touch with the regular branches of our school curriculum.

The Normal school stands for teaching as a profession.

In all the higher callings and occupations young men formerly learned their art or trade mainly by observation and limitation during a period of apprenticeship. The master took such moments as he could snatch from the busy hours of his profession to explain its principles and rules. In recent years in all these callings technical schools have arisen, in which the best minds devote their entire energies to developing and teaching the scientific principles pervading the profession. In a single generation of technical schools pharmacy, dentistry, chemistry, engineering and the art of teaching have made more progress than in centuries before.

Of all the ancient symbols that have come down to us none is more significant than the symbol of learning, the lamp. It shows that the teacher must be fired with a holy enthusiasm for his work. To beget in teachers this enthusiasm, to give them a due sense of their own dignity and worth and to raise their calling in the popular regard is the essential function of the Normal school. The esprit de corps that makes a physician or general so jealous of his professional honor comes largely from community of education. The young man destined for the army goes to West Point. During all the years of his residence there he meets only with men eager for distinction in the same field. He hears only that arms is the noblest of professions, that knightly courtesy and chivalry bloom in no other soil; he reads only of glory and renown that historians have bestowed upon military achievements. He acquires that profound consciousness of the nobility of his calling that makes him a valiant soldier and an honorable man and that wins for his vocation universal respect in spite of the abhorrent nature of war. To make any body of men fully satisfied with the importance of their work we need only separate them from the world and place them where each may fan the flame of another's ardor. We see it in the learned professions today in a feeling that dates its power from the law school, the medical college, and the theological seminary. It was the secret of the power of monasticism in weaning men away from their worldly affections. It will give to teachers that sense of responsibility and dignity that will gain the respect of the world because they value and respect their own work.

In confirmation of these statements it should be noted that the growing recognition of the teacher's work in the United States is precisely parallel with the development of our Normal School system, and that in those countries where normal training is required of all teachers—Germany, France and Ontario—teachers rank highest in ability and influence.

Respectfully submitted,

DAVID FELMLEY,  
*President.*

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

CARBONDALE, ILLINOIS.

*Hon. Alfred Bayliss. Superintendent of Public Instruction.*

DEAR SIR:—In conformity with the usages of the past and in compliance with your reminder of a few weeks since, I herewith submit a report of the Southern Illinois Normal University covering the past two years, extending to June 30, 1900.

Not only are such data included in the report that refer to the facts in the case, but some recommendations are suggested for your consideration as the head of the educational interests of our commonwealth.

While this report is made to you, it is also made through you to the people of our State that they, too, may be familiar with the facts and policies pertaining to the institution which was created and has been maintained by them through their representatives in the General Assembly.

### HISTORY.

The Southern Illinois Normal University came into existence as a State institution by an act of the General Assembly, approved April 20, 1869. The corner stone was laid on May 17, 1870. The completed building was dedicated July 1, 1874.

The building was destroyed by fire November 26, 1883. By an act of the General Assembly approved June 27, 1885, an appropriation was made for rebuilding. The new structure was erected on the foundation of the former and dedicated February 24, 1887.

The demands for additional facilities resulted in an act of the General Assembly approved June 7, 1895, providing for a science building, which was dedicated December 21, 1896.

### THE FUNCTION OF THE NORMAL SCHOOL.

It should not be necessary, and perhaps it is unwise to call attention to the fact that there are still some people in Illinois of greater or less intelligence who are opposed to the normal school idea. In these last years of the nineteenth century, it seems wholly unnecessary to advocate a special training on the part of those who are to conduct and direct the most important and delicate activities of the school-room. Since the public schools are, for a most wise considera-

tion, under the direct supervision of the State, at an annual expense of about \$17,000,000, it is but good business sense that this service should be made the most skillful possible; and the State can well afford to add a few thousand dollars to this vast sum that those who desire, may secure this specific training. It would be well for the cause of education for the State to insist on more or less of professional training, especially when the facilities for so doing are almost gratuitously offered. It is here, perhaps, that the public school system in Illinois is lacking in its completeness.

#### CONDITIONS OF ADMISSION.

These remain practically the same as those published in the last report. From your large acquaintance with the entire State it is unnecessary to call your attention to the fact that the educational conditions of the southern portion differ somewhat from those of the central and northern sections.

It has been the policy of the management of the school from the first to endeavor to adjust the work of the institution to the needs of the region in which it is located. While there are some excellent high schools in the southern end of Illinois, they are very few when compared with those of other portions of the State. On account of the less number of these schools in this region, there is still need of the only State educational institution within its borders to offer more or less academic instruction. We prefer the consciousness of the fact that the school is serving the people within the range of its influence to the best possible advantage, than the knowledge that we have an ideal school but wholly unadapted to the conditions of the region where its benefits are to be bestowed.

To those who are studying the character of the schools of Southern Illinois, there is a very gratifying progress everywhere to be found. The county superintendents, superintendents of the city schools, principals of high schools, and the teaching force generally are earnestly pushing every line of effort that promises educational advancement. The labors of Father B. G. Roots, Dr. Robert Allyn and other pedagogical pioneers in Southern Illinois were indeed not in vain.

Students are admitted into the Normal department who hold:

- I. County superintendent's certificates, or are certified by county superintendents as qualified to do the work of the normal department.
- II. Diplomas from accredited high schools are allowed at least one year's credit; in some cases, more, depending upon the strength of the student in the particular branch or branches.
- III. Those who pass a satisfactory examination.
- IV. Those who pass regularly into the normal work from the preparatory department.

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

CARBONDALE, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—In conformity with the usages of the past and in compliance with your reminder of a few weeks since, I herewith submit a report of the Southern Illinois Normal University covering the past two years, extending to June 30, 1900.

Not only are such data included in the report that refer to the facts in the case, but some recommendations are suggested for your consideration as the head of the educational interests of our commonwealth.

While this report is made to you, it is also made through you to the people of our State that they, too, may be familiar with the facts and policies pertaining to the institution which was created and has been maintained by them through their representatives in the General Assembly.

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III. Those who pass a satisfactory examination.

IV. Those who pass regularly into the normal work from the preparatory department.

Students are placed in the preparatory department on the following basis:

I. Those who are not prepared for the normal work and are too advanced for the ninth grade, a part of the practice school.

II. Those who come with a certificate from a county superintendent showing they have passed the "final examination."

III. Those who have passed from the ninth grade of the practice school.

#### COURSES OF STUDY.

The institution enters upon its twenty-seventh year with a more radical change in courses of study than it has ever undertaken before. The most important are:

I. The English course is made of equal length with the four years' Latin course.

II. A system of electives is offered in each course after the second year, one each term. The electives are arranged in three groups each running through the third and fourth years. They are: 1. A science series. 2. A mathematical series. 3. A history and literature series.

III. A provision by which students who have completed the work of the first two years in either course may receive a certificate which states that the holder has taken a thorough course in the common branches, the elements of science, the method work in the common branches, and a portion of the pedagogy and practice work. It is contemplated that students who hold these certificates shall possess a scholarship and special training qualifying them to render excellent service in the grades in the public schools and as teachers in the ungraded schools. It is hoped that the conferring of this certificate will serve as an incentive to students to push forward with a determination to complete the entire course; serving as a milestone to measure off what would otherwise seem a long and tedious journey. It may be stated in this connection that the lengthening of the English course has lessened the number in the present senior class; for, those who, by the former three years' course, would complete their work this year, are compelled to remain an additional year before graduation.

#### STATE RECOGNITION.

Not expecting that any immediate benefit may accrue to the normal schools of the State by referring again to the matter of a better recognition of the special training received by those who complete a course in one of the State normal schools, I am constrained to repeat an earnest plea for its consideration. You are doubtless aware of the fact that there are a number of states that grant a state certificate to applicants who hold a diploma from one of our State normal schools. We should be as liberal with the product of our own State normal schools as are these neighboring states. The *objectionable features* which have been emphasized and caused the

repeal of the act granting state recognition should be eliminated as far as possible, and the State adopt a policy as liberal as some of those states whose educational ideas and standards are quite as high as are those of our own.

No plan is herewith submitted, but simply a recommendation that some provision be made for a clearer insight into this matter. In my judgment the opposition comes largely from a few denominational institutions that are within the borders of Southern Illinois. Some claim that the state normal school idea is un-American. In my judgment the time is past for it to be necessary to make a plea in defense of state normal schools.

**TRUSTEES.—JUNE 30, 1900.**

Hon. S. P. Wheeler, President, Springfield.  
 E. J. Ingersoll, Secretary, Carbondale.  
 A. C. Brookings, DuQuoin.  
 D. W. Helm, Metropolis.  
 F. C. Vandervort, M. D., Bloomington.  
 Hon. Alfred Bayliss, Ex-Officio, Springfield.  
 Treasurer—E. K. Porter, Carbondale, succeeded May 3, 1900, by H. R. Searing, Carbondale.

**FACULTY.—JUNE 30, 1900.**

Daniel Baldwin Parkinson, M. A., Ph. D., President, Psychology.  
 Martha Buck, English Grammar.  
 George Hazen French, M. A., Curator of Museum, Physiology and Natural History.  
 Matilda Finley Salter, Drawing.  
 George Washington Smith, M. A., Secretary of Faculty, Civics, Geography and History.  
 Samuel Ernest Harwood, M. A., Methods in Arithmetic and Higher Mathematics.  
 Calos Eben Allen, B. A., Latin, Greek and German.  
 Henry William Shryock, Ph. B., Vice-President and Registrar, Reading, Elocution, Rhetoric and English Literature.  
 James Kirk, M. A., Superintendent Training Department, Pedagogy and School Law.  
 Adda Patterson Wertz, Critic Teacher, Intermediate Department.  
 †Elizabeth Parks, Critic Teacher, Primary Department.  
 Washington Beaty Davis, M. A., Physical Sciences.  
 Frank Hall Colyer, B. A., Instructor in History, Geography and Spelling.  
 Mary Minnie McNeill, Vocal and Instrumental Music.  
 \*Jacob T. Ellis, Critic Teacher, Grammar Department.  
 Minnie Jane Fryar, Instructor in Reading, Literature and Writing.  
 Joel Morgan Bowlby, Instructor in Arithmetic, Bookkeeping.  
 Mabel Katherine Peters, Instructor in Ninth Grade.  
 John Martin Pierce, M. A., Director of Physical Training, German.  
 Bessie Milner Thompson, Librarian.  
 Augusta McKinney, Stenographer and Clerical Assistant.

†Resigned—Resignation to take place December 20.

\*Elected in July following.



## COURSES OF STUDY—1900-1901.

## PREPARATORY COURSE.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
2 D Grammar.	2 C Grammar.	2 C Geography.
3 D History.	3 C History.	3 D Drawing.
4 C Physics.	4 C Zoölogy.	4 C Botany.
5 D Arithmetic.	5 C Arithmetic.	5 C Reading.
6 Physical Training.	6 Writing.	6 Physical Training.
7 Spelling <sup>1</sup> / <sub>2</sub> .	7 Spelling <sup>1</sup> / <sub>2</sub> .	7 Spelling <sup>1</sup> / <sub>2</sub> .

## PROFESSIONAL COURSE.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
1 Practice.	1 A History.	2 Practice.
4 { A Grammar.	1 A Arithmetic.	4 A Reading.
{ A Drawing.	3 Practice.	4 A Psychology.
5 { Eng. Analysis.	4 B Psychology.	6 A Pedagogy.
{ School Law.	6 B Pedagogy.	7 A Geography.

## ENGLISH COURSE.

## FIRST YEAR.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term.</i>
1 B Arithmetic.	1 A Arithmetic.	1 C Drawing.
2 Physiology.	4 B Geography.	4 A Reading.
3 B Grammar.	5 D Pedagogy.	5 C Pedagogy.
6 E Pedagogy.	6 B Reading.	6 B History.
7 Phys'l Training.	7 Physical Training.	7 Physical Training.

## SECOND YEAR.

1 Vocal Music.	1 A History.	1 B Botany.
2 Practice.	3 Practice.	3 School Law.
3 B Drawing.	4 A Grammar.	4 Civics.
6 Zoology.	6 B Physics.	6 D Algebra.
7 English Authors.	7 Vocal Music.	7 A Geography.

## THIRD YEAR.

1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	4 B Psychology.	3 B Literature.
6 General History.	6 General History.	6 A Drawing.

## ELECTIVES.

*A Physiology.*  
*Practice.*  
*Book-keeping.*

*Astronomy.*  
*History of Art.*  
*Elocution.*

*Geology.*  
*English History.*  
*A Algebra.*

## FOURTH YEAR.

3 C Geometry.	3 B Geometry.	2 English Analysis.
4 Physical Geography.	4 A Literature.	4 A Psychology.
6 Chemistry.	6 B Pedagogy.	6 A Pedagogy.

## ELECTIVES.

*A Zoology.*  
*Ref'n and Revol'n.*  
*Trig. and Surveying.*

*A Chem. and Mineralogy.*  
*Sociology.*  
*Anal. Geometry.*

*A Botany.*  
*Adv. Literature.*  
*A Geometry.*  
*A Latin (for Latin Course)*

## LATIN OR GERMAN COURSE.

## FIRST YEAR.

<i>Fall Term.</i>	<i>Winter Term.</i>	<i>Spring Term..</i>
1 B Arithmetic.	1 A Arithmetic.	3 B Grammar.
2 Physiology.	3 C Drawing.	4 J Latin or G. Ger.
4 L Latin or I. Ger.	4 K Latin or H. Ger.	5 B Drawing.
6 E Pedagogy.	5 Pedagogy.	6 B History.
7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.	7 Phys'l Training & Eng. Comp.

## SECOND YEAR.

1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger.	3 H Latin or E Ger.	3 G Latin or D Ger.
4 { A Grammar.	4 B Geography.	4 A Reading.
A Drawing.	6 B Physics.	6 D Algebra.
6 Zoology.	7 Vocal Music.	7 A Geography.
7 Eng. Authors.		

## THIRD YEAR.

2 C Algebra.	2 B Algebra.	3 Practice.
3 Rhetoric.	4 Practice.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.

## FOURTH YEAR.

2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	3 A Literature.
6 { Eng. Anal.	6 B Pedagogy.	6 A Psychology.
School Law.		

N. B.—The hours for recitation in German are not as above indicated but are shown in program of exercises immediately following.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.
2. Those subjects required in the English Course but not required in the Latin or German Course.
3. A Latin.

## EXPENSES—TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the State requires that there shall be a fee charged for incidentals. At present this fee is \$3.00 per term of fifteen weeks, and \$2.00 per term of twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal courses.....	\$3 00	\$6 00	\$6 00.
Preparatory course.....	6 00	4 00	4 00
Model school.....	4 00	3 00	3 00.

The first three grades, no fee.

## STATISTICS OF ATTENDANCE.

	1898-99	1899-00
Whole number of students.....	722	727
Attendance by terms:—		
Fall term.....	398	409
Winter term.....	436	430
Spring term.....	530	500
Attendance by departments:—		
Normal.....	390	373
Preparatory.....	167	149
Practice school.....	133	178
Practice teachers.....	80	75
Graduates.....	23	17
Special students and post graduates.....	9	10
Summer session.....	121	100

## COUNTIES REPRESENTED.

Alexander.	Franklin.	Marion.	Sangamon.
Bond.	Fulton.	Massac.	Shelby.
Clay.	Gallatin.	Monroe.	St. Clair.
Clinton.	Hamilton.	Perry.	Union.
Coles.	Jackson.	Pope.	Wabash.
Cook.	Jefferson.	Pulaski.	Washington.
Douglas.	Johnson.	Randolph.	Wayne.
Edgar.	Lawrence.	Richland.	White.
Edwards.	Macoupin.	Saline.	Williamson.
Efingham.	Madison.		

## STATES REPRESENTED.

Illinois.	Missouri.	New York.	Texas.
Indiana.	Nebraska.	Tennessee.	West Virginia.

## FINANCIAL STATEMENT.

1898-1899.

*Receipts.*

Balance July 1, 1898.....	\$5,968 31
Annual appropriation.....	29,610 00
Tuition and incidental fees.....	3,352 95
Total.....	\$38,921 26
Disbursements.....	34,687 53
Balance June 30, 1899.....	\$4,233 73

1899-1900.

*Receipts.*

Balance July 1, 1899.....	\$4,233 73
Annual appropriation.....	33,216 76
Tuition and incidental fees.....	3,491 15
Special appropriation.....	5,375 00
Total.....	\$46,316 64
Disbursements.....	39,661 20
Balance June 30, 1900.....	\$6,655 44

## GRADUATES AND UNDERGRADUATES.

During the past few years the purpose has been, on the part of the management, to demand even better preparation for teaching than was thought best to insist upon in the earlier years of the school. In consequence of this, we flatter ourselves that the work is more efficient and helpful to the communities in which our teachers may labor.

Not only have we reason to know that our graduates are sought after, but our undergraduates are in demand, and their services are pronounced superior to those of equal attainments, but who have not had special preparation for their work.

The state is receiving very satisfactory return for the means used upon those who have not yet graduated.

## SUMMER SESSION.

The summer session has come to stay in the larger institutions of learning. This provision, however, is not a new departure in the Southern Illinois Normal University. Its first work in July of '74 was a summer session just preceding the opening of the first term in the following September. In the course of twenty-six years of the life of the school, thirteen summer sessions have been held, averaging one every two years. In all these years there has been a lack of a settled plan. At first there was not the demand for such privileges as at the present time. And while there are strong arguments in favor of this extra term, the proposition is not without some objectionable features, viz.: climatic conditions of southern Illinois differ from those of northern latitudes. It is the conviction of many that there should be opportunity for a temporary annual sojourn in a more northern climate to eliminate any malarial tendencies that may prevail. The heat of southern Illinois is more intense and prolonged than farther north, making school work more irksome than it otherwise would. As far as I have been able to learn, our institution is the most southerly one that has offered summer work.

Notwithstanding the above disadvantages, the demands are such that I recommend a permanent establishment of the summer session as a regular part of the school.

After a long and careful study of the matter I have concluded that it would be better to continue the three regular terms as now arranged, except a shortening of the fall term to thirteen weeks, and have the summer session to hold but six weeks. The work to receive credit when the equivalent amount of it is done. Diplomas to be granted when the required credits are made. We must provide for the young people and the teachers of Illinois an opportunity to avail themselves of the rare equipment of the institution during the summer months. After a full trial we are of the belief that this session should follow close upon the annual commencement. This will enable us to get in six weeks before the close of July.

As to the method of compensating the faculty I am not so clear. There is no just reason why those who labor through the regular terms of the year should render this additional service gratuitously.

I recommend that the teaching be done largely by the heads of the departments, and their salaries be fixed with reference to this extra time. I further recommend that a teacher who labors in the summer session for two consecutive years be excused from such service the third year.

#### SCIENCE WORK.

Since the introduction of better facilities for laboratory work in biology and chemistry, the phase of agricultural science has received more emphasis. Prof. French has attended many "Farmers' Institutes" and delivered helpful lectures bearing upon agricultural interests. In addition to these he has been of great service to the medical profession in making advanced microscopic research in their field of study; more especially in connection with some investigations leading to the cause of epilepsy. His article on this subject in a recent magazine has attracted wide attention.

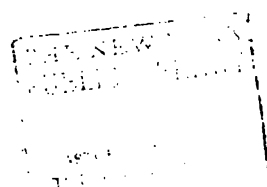
The institution is in hearty sympathy with the effort to bring before the pupils of the public schools the multitude of interesting subjects associated with rural life as outlined in the revised state course of study, the design being to make the institution as helpful to the people of the State as is possible.

#### ORGANIZATION OF PRACTICE SCHOOL.

Within the last two years the Practice School has been re-organized. It is now arranged in three departments; the primary, the intermediate, and the grammar; each containing three grades and each under the care of a critic teacher. The number of pupils in each grade ranges from ten to twenty, usually larger in the higher grades. The entire practice school is under the supervision of Superintendent James Kirk, an educator of large experience and recognized ability. Pupils pass from the ninth grade into the preparatory department of the normal proper.

The normal students are required to teach three terms in the practice school before graduation; and at such time as the superintendent may deem best, usually after the student has had some pedagogy and method work in the common branches, a reasonable credit being allowed for continued and successful experience in the public schools. This department of the school has been one of the distinctive and valuable features of the institution for many years and is more completely organized than ever before. In due time a separate building should be erected with all modern conveniences for this department of the institution. It is too valuable a department to the school than to have anything less than the best equipment. Not only should the organization and instruction be indeed a model for our young teachers, but the building and physical environment should be as near perfect as possible. Hence I urge the erection of a separate and a model building in the near future.





## COUNTY AND STATE TEACHERS' MEETINGS.

The different members of the faculty have made themselves helpful to the various county teachers' organization throughout Southern Illinois by attending their monthly and mid-winter meetings. They have also responded to numerous calls to deliver addresses in connection with the graduating exercises of the common and high schools.

Prof. Shryock especially has rendered valuable aid to a large number of points. In fact his engagements have frequently called him to other portions of the State.

It is due the faculty to state that the several members are regular in their attendance upon the meetings of the Southern Illinois Teachers' Association and upon the State Teachers' Association. Not only do they attend almost without exception, but they have received honorable recognition in the arrangement of the programs.

I make mention of this fact to show that the members of the faculty are progressive, active workers in the pedagogical fields of the present day, and are looked upon as leaders educationally. Their influence is not confined to the limits of their class-rooms, but extends throughout not only Southern Illinois but the entire State.

## FACULTY PUBLICATIONS.

With the facilities at command, it is but reasonable to expect that the heads of departments in this institution would feel disposed to do some original work in their special lines and give the public the benefit of their labors. A few years since, Professor French published a helpful volume entitled "Butterflies of the Northwest." A year or more later he gave the students of science the benefits of his observation and experience by the publication of "Laboratory Manual" in Biology, which has received many compliments.

But a short time since, Miss Buck placed in the hands of the printer her text on Grammar, "English Grammar and Analysis," and on language, entitled, "Elements of English Grammar," used largely in Southern Illinois, especially by her former students now serving as teachers.

Professor Harwood has issued a neat volume entitled, "Notes on Method in Arithmetic."

Professor Smith was for many months a regular contributor for the columns of the "School News" in the line of his specialty, History. These have been given to meet the requirements of the State Course of Study, hence largely used by the teachers of Illinois and of many other states. Within the last year the publisher has compiled these articles into a neat volume entitled, "Notes on United States History to Accompany the Illinois State Course of Study."

## CONFERENCES OF NORMAL PRESIDENTS.

During the fall term of last year, at the suggestion of President Cook, it was agreed among the presidents of the State Normal

—7 P. I.



schools that a conference of the heads of these institutions would result in good; consequently one was placed at Springfield to be held at the Leland on December 27. This meeting was given largely to the discussion of the prospective course of study in the process of evolution under the direction of President Tompkins and his excellent faculty at Normal. This meeting proved to be valuable and interesting.

The next conference was held at Normal on February 5; the next and last for the year at Carbondale on May 4. At the latter two conferences President Draper was present and rendered valuable service. At the last place, Carbondale, the conference was followed immediately by the spring session of the "School Council." The State Superintendent was likewise here. The presence and assistance of so many educational leaders added very materially to the value of the meeting of the council. Never before in the history of the school were so many distinguished educators present on the same occasion, and never before was such service more highly appreciated.

#### NORMAL LECTURE COURSE.

In the fall term of '98 the faculty, with the sanction of the board of trustees, began a series of university lectures consisting of nine numbers, three each term. One of the three in each term was given by a member of the faculty. The plan met with such success that it was continued through last year with equal success. These were furnished with scarcely any expense to the institution, usually by paying the traveling expenses only. During the first year our visiting speakers were presidents of colleges and normal schools. Last year they were superintendents of city schools or school officers. The results of these courses have led to the conviction that they are indeed very valuable and the board of trustees has authorized their continuance, at least for another year.

It is a source of much pleasure to witness the influence of the Southern Illinois Normal University upon the region in which it has shed its light for more than a quarter of a century. Not only is this noticeable in the educational field, but it may be recognized in ethical and æsthetical lines as well. In short, the State has received a very gratifying return from its appropriations from time to time.

In closing this report allow me to express my hearty appreciation of your cordial support in the management of the school and your excellent counsel in directing the affairs of the institution.

Yours very obediently,

D. B. PARKINSON,  
*President.*

## THE NORTHERN ILLINOIS STATE NORMAL SCHOOL.

(De Kalb, Illinois.)

*Hon. Alfred Bayliss, Superintendent Public Instruction, Springfield, Illinois.*

DEAR SIR:—On the third day of July, 1839, in the historic town of Lexington, in the "Old Bay State," Rev. Cyrus Peirce and a student body of three opened the first American normal school. A new revolution began within sight of the "green" where the minute men of '75 uttered their effective protest against the divine right of kings. On the fifth day of October, 1857, a little more than eighteen years later, in the city of Bloomington, Charles E. Hovey and Ira Moore, with twenty-nine pupils, started the Illinois State Normal University upon its noble career. The history of the movement that culminated in the establishment of that beneficent institution has been told in an incomparable way by Mr. W. L. Pillsbury, now registrar of the University of Illinois.

Twelve years later, the General Assembly passed the bill establishing the Southern Illinois State Normal University, at Carbondale. Its honorable record filled a large chapter in the educational history of our noble commonwealth. 'Twere long to tell the story of the struggle of these twin institutions before they won substantial recognition from the school people of the State. It is the old story of the battle of the reformers against the conservatism and active opposition of those who lazily and perhaps honestly believe that if the existing order is disturbed the country's done for.

Meanwhile a score and more of years passed away. In the late eighties a heroic soul here and there was heard to declare that the time had come for a normal school revival in Illinois. Massachusetts, New York and Pennsylvania had steadily pushed forward until they were fairly well equipped with schools for the professional education of teachers. The new and sturdy communities of the upper northwest, like Wisconsin and Minnesota, were rapidly moving toward the head of the procession. But Illinois was distressingly indifferent. The strenuous notes of the enthusiasts were but voices crying in the wilderness. In the early nineties the movement seemed to gain some headway but the most hopeful were not prepared for the sudden accession which came to their ranks from an unexpected quarter. In 1895, bills were introduced into the General Assembly

for the establishment of two new normal schools, and before the sense of surprise had died away they were enacted into laws and the institutions were located.

This sudden vigorous and effective movement had its origin in what is geographically designated as Northern Illinois. Any attempt to describe it is attended, necessarily, with many difficulties. It is far from easy to trace the evolution of institutions. Many contribute to such an enterprise who escape proper recognition although their services may have been indispensable. It is probable that full justice will not be done them, for the ordinary reporter's knowledge is a far cry from omniscience. It is quite clear, however, that the idea came to its birth in the little city of De Kalb, a manufacturing town fifty-eight miles west of Chicago, on the Omaha line of the Chicago and Northwestern Railway.

About the time the Osage orange hedge had suggested that the addition of a barb to the wire fence would solve a very important problem in prairie countries, an inventive genius by the name of Joseph F. Glidden began to experiment upon practicable methods of making the combination. He succeeded and made the subsequent prosperity of De Kalb possible. This was somewhere about 1870. When the idea was worked out and the factories were going in a small way and the future seemed big with promise, Mr. Clinton Rosette, the principal of a prosperous private school, began to agitate the idea of making DeKalb an educational as well as an industrial community. Having given up his school and entered the printing business he was thrown into close touch with the manufacturers. He lost no opportunity, however, to agitate his favorite scheme. In 1893, Governor Altgeld appointed him a member of the Board of Education of the State of Illinois. This is the corporation that controls the Illinois State Normal University, at Normal. It did not take Mr. Rosette long to catch the idea. "The thing we want is a normal school," he said to his rich and influential friends. They agreed with him, and so it was that the schoolmasters who had been talking more normal schools for a half score of years got their great re-enforcements.

And thus the matter was settled. Mr. I. L. Ellwood, the head of the great wire mills, and one of those irresistible personalities, threw himself into the movement with all of the tremendous enthusiasm that had won his business success. Mr. Jacob Haish, another manufacturer, who had also been phenomenally prosperous, stood ready to back the scheme in a liberal way. Hon. D. D. Hunt, representing the district in the upper house of the General Assembly, had always been a warm friend of the normal school idea and was, moreover, a resident of DeKalb. Mr. Rosette lived in Springfield during two-thirds of the session. Hon. James Brennan, the minority representative from the district, resided over at Sycamore, only six miles away. He was an especially effective fighter. "And there were others." The prominence of the leading advocates brought aid from all over the State, and from quarters where the schoolmaster could do nothing. The writer well remembers the anxious day when the house *committee was to utter its momentous decision.* The managers had

called in the schoolmasters and they were out in force. And all went merry as a marriage bell. The opposing forces withdrew their hostility. The committee made it practically unanimous.

Little has been said of the work of those who were more especially interested in the Eastern school. They were equally active. It is probable that one school would not have won the fight. It is much easier to secure two. The bills were neck and neck from their introduction to their passage. They were approved by Governor Altgeld on the same day—May 22, 1895. In adding his name to the bills and converting them into laws he not only discharged a public function but manifested anew the warm interest that he had taken in the movement from its inception.

The first board of trustees consisted of Hon. Adams A. Goodrich, president, I. L. Ellwood, Charles E. Deere, Hon. Thomas Sparks, W. C. Garrard, and Hon. S. M. Inglis, Superintendent of Public Instruction, an ex officio member.

And now came the question of location. The act provided that the board of trustees should select a location from competing places. Rockford, Oregon, Polo and DeKalb were the chief bidders. The data are not at hand respecting the several offers. DeKalb seems to have been far in the advance through the generosity of three men. Mr. Elwood drew his check for thirty thousand dollars, Mr. Haish guaranteed ten thousand dollars for a library, and Mr. Joseph F. Glidden offered his beautiful farm of sixty-four acres, lying just adjacent to the town, for a site. And so the die was cast. Mr. Rosette's plans seemed to be working themselves out in fine shape.

The act establishing the school carried with it an appropriation of fifty thousand dollars. With this as a beginning the board determined to make a start. Architects were henceforward very much in evidence until Mr. Charles E. Brush, of Chicago, carried off the prize. And now with plans decided upon, October 1st, 1895, was selected as the day for the laying of the corner stone.

It was a great day for DeKalb. Thirty thousand people were expected and they came. Civic and military organizations paraded the unpaved streets. The people gave themselves up to noisy manifestations of joy. The day was perfect, the arrangements were worked out in all of their infinite details, and nothing occurred to mar the success of the demonstration. From the official program before me I copy the names of the Executive Committee. Officers:—Clinton Rosette, President; A. W. Fisk, Secretary; C. H. Salisbury, Treasurer; I. L. Ellwood, M. D. Shipman, C. H. Salisbury, A. W. Fisk, C. E. Bradt, Clinton Rosette, M. J. Henaughan.

Every township in the county had a committee of its own. Apparently nothing was left undone to make the affair a success. Music was furnished by the famous Pullman Military Band, the Schumann Lady Quartette, The Chicago Imperial Quartette, and the DeKalb Choral Society. The chief address of the day was delivered by Governor John P. Altgeld. The other speakers were Rev. Frank W. Gunsaulus, LL. D., D. J. Carnes, Esq., Hon. A. A. Goodrich, President, *John W. Cook*, Hon. David T. Littler, and Mr. Isaac L. Ell-

wood, the chairman of the day. There was a brave parade, headed by Mr. E. C. Lott, as Grand Marshal. The Grand Lodge of the order of Free and Accepted Masons which was in session in Chicago adjourned and came out by special train to lay the corner stone, Grand Master Cregier performing that office with all of the formality usually attending such a function. When the day closed there was at least a corner stone toward a normal school in northern Illinois.

W. J. MacAlpine of Dixon, secured the contract for enclosing the building for the money in sight. In 1897, the General Assembly made an additional appropriation of \$75,000. This was further supplemented in 1899, by a third appropriation of about \$95,000.

In the spring of '99, it became evident that the building would be ready for occupancy early in the succeeding September, hence the board proceeded to the employment of a faculty by selecting John W. Cook, President of the Illinois State Normal University, as the head of the institution. The faculty as finally organized consisted of the following persons:

John Williston Cook, A. M., LL. D., President and Professor of Psychology.

Charles Alexander McMurry, Ph. D., Director of Practice Department.

Edward Carlton Page, A. B., Professor of History and Geography.

John Alexander Hull Keith, A. M., Professor of Pedagogy and assistant in Psychology.

Fred Lemar Charles, M. S., Professor of Biology.

John Albert Switzer, E. E., Professor of Physics and Chemistry.

Swen Franklin Parson, Professor of Mathematics.

Newell Darrow Gilbert, A. M., Lecturer in School Economics.

Mary Ross Potter, A. M., Professor of Ancient and Modern Languages.

Sue Dorothy Hoaglin, Professor of Reading and Elocution.

Emma Florence Stratford, Teacher of Drawing.

Alice Cary Patten, Assistant in Ancient and Modern Languages.

Katharine P. Williamson, Assistant in Geography and History.

Anna Parmelee, Assistant in Mathematics.

Elma Warwick, Librarian.

Grace Elizabeth Babbitt, Assistant Librarian.

On September 12th., at 8 o'clock in the morning, one hundred and thirty-nine pupils and the faculty assembled in the beautiful study hall. We sang "America," repeated the twenty-third psalm and the Lord's prayer, listened to a short talk from the president, the classification was effected, the lessons for the next day were assigned, and the Northern Illinois State Normal School was started upon its career. Classes recited regularly the second day and the institution soon bore all of the marks of an old school.

But the building was by no means completed. The mosaic floors were not down and much of the carpenter and stone work was unfinished. For two months the sounds of the hammer and the saw *and the tireless scrape of the Italian workmen on the paving of the corridors mingled with the voices of pupil and teacher in the adjoin-*

ing recitation rooms. We shut ourselves up in a few rooms and patiently waited for deliverance. By the middle of November the workmen were gone and we had the house to ourselves.

An incident occurred the first day which is perhaps worthy of preservation. The mosaic workers, with their long hoe-like scrapers, were so strikingly suggestive of "The Man with the Hoe," that the similarity was mentioned in the president's talk. It fell upon the ear of one of the students, who busied herself a little later in writing the following poem, which is undoubtedly the first literary production emanating from the institution:

#### MOSAICS.

[Written in Room 18, Sept. 12, 1899, in the N.I.S.N.S., while waiting assignment to classes.]

As lowly as the man who held the hoe,  
All day they bend,—the hardy men of toil;  
For them no more the Tiber waters flow,  
For them no marbles lie on Roman soil,  
But grinding hour by hour the pebble pave  
They bring the somber hues from pristine grave.

Here lie chalcedonies of changing tone,  
And spar and quartz in varied sheen of light;  
Here lies the flint, the Indian's fireside stone,  
That gave the light of day to wigwam night;  
Here lie the golds of sunset prisoned long  
In sylvan brook beneath the water's song.

These lone, Etruscan workmen labor on;  
They spend the body for the wage it wins.  
The schools and teachers o'er the lessons con,  
The shrine of thought its potent life begins,  
One hears the fall of wave by Florence's feet,  
One hears the future statehood's onward beat.

By grove of oak, on fairest prairie sod  
The Normal bides in Northern Illinois,  
A benediction from our fathers' God  
To crown the tress of girl and brow of boy,  
In this cathedral of the human mind  
What horns of cheer we from the ramparts wind.

—MINNIE A. HAUSEN.

It is the traditional thing to dedicate an institution. In this particular case it was found expedient to defer the dedication until two weeks after the beginning of school. The people of DeKalb determined to celebrate the event by a general jubilee which should extend over three days, the second to be given up to the formal inauguration of the Normal school. Preparations were made for holding the exercises in the beautiful grove on the south side of the campus. The program included a grand parade in which delegations of school children from various parts of the county were to be a leading feature. The children and the notables came and the parade formed according to the directions of the grand marshal. Before it had finished its march an unheralded rain storm appeared upon the scene and brought the out-of-door exercises to an abrupt termination for the day.

The specific dedicatory exercises were held in the afternoon in the gymnasium, a very commodious room. There an immense audience assembled and patiently stood through the exercises, which lasted for about two hours. Judge Goodrich, president of the board of trustees, presided. Col. I. L. Ellwood made the address of welcome. Governor Tanner delivered a vigorous address, accepting the school in behalf of the State of Illinois and taking the highest possible grounds in respect to an efficient system of public school education. Senator Shelby M. Cullom, Congressman A. J. Hopkins, Senator D. D. Hunt, Senator O. F. Berry and Judge C. A. Bishop represented the general interests of the public and expressed with marked unanimity the satisfaction which intelligent people in general must feel at the equipment of an institution which deals with such fundamental interests as does the Normal School. Superintendent E. Benjamin Andrews, of Chicago, President Andrew Sloan Draper of the University of Illinois, and Superintendent O. T. Bright of Cook county, spoke especially for the educational forces of the State. These addresses were admirable and the audience manifested its approval by exhibitions of the warmest interest. Judge Goodrich, in behalf of the board of trustees, formally accepted the building from the contractor.

The exercises were interspersed with music and were in every way successful in spite of the unfortunate condition of the weather. A pleasing incident was the presentation by Mr. Jacob Haish, to the members of the board of trustees, to the president of the Normal School, and to Mr. James Brennan of Sycamore, of canes skillfully fashioned by an expert workman from woods brought from the new dominions of the United States. The only native wood employed was the Osage Orange, which had suggested by its thorns the barb on the wire to which DeKalb owed its great prosperity. In behalf of Mr. Haish the presentation was made by President Cook.

It is a matter of regret that the proceedings could not have been reported verbatim, as the enthusiasm of all who took part in the public exercises spoke volumes for that better public sentiment which means so much for the advancement of educational interests. Hon. Alfred Bayliss, superintendent of public instruction, several members of the General Assembly and other prominent people from various parts of the State were present. The educational folks turned out in large numbers not only from Northern Illinois, but from far down in the State. The venerable Dr. Edwards, the second president of the Illinois State Normal University, President Tompkins of the same institution, George P. Brown, editor of the widely known Public School Journal, county superintendents, city superintendents, and representatives of all the grades of the public school were present and contributed to the general success of the day. In the evening a most brilliant assembly gathered in the auditorium, where Mrs. Jessie Ellwood Ray, the queen of honor of the festival days, accompanied by her maids, gave an elaborate reception. Governor Tanner and other prominent men were present. The evening *festivities* closed the dedicatory exercises.

Some changes had taken place in the personnel of the board of trustees since the passage of the act. Hon. Thomas Sparks had been succeeded by Hon. R. S. Farrand, of Dixon. Hon. Alfred Bayliss had succeeded to the *ex officio* membership of the board. The remaining four members had served from the first and had the pleasure of seeing their labors crowned with success so far as the completion of the building was concerned.

And now that the building is finished and the faculty appointed, what shall be the admission qualifications of the students? Many find an open door at Normal and at Carbondale who have had no high school training. If too weak in scholarship they are assigned to a preparatory department for further elementary training. From this class comes some of the best material which those schools have had. Many of the graduates who have most highly honored their *alma mater* entered directly from the district school. Of course they were mature and had done no little work beyond the common branches.

But northern Illinois, which in a general way covers about twenty-six counties—those lying wholly or in greater part north of the forty-first parallel—is quite well supplied with high-schools. There are fully a hundred having four-year courses and half as many with briefer courses. The graduates of these schools constitute the larger part of the teaching force of this portion of the State. It is fair to assume that they will come to the Normal School in considerable numbers, for with the establishment of such an institution there comes the demand by the school authorities that young people who wish to teach shall use them.

A course was arranged with reference to this element, as had been done at Normal. It requires an attendance of about two years for its completion. It aims to take the pupils over the subjects of instruction in the common schools. The ordinary high-school graduate has completed the work of the grades at fourteen. He can have but slight conception of their organizing ideas: A re-examination becomes necessary and is carried on from the higher standpoint of the logical unfolding of those ideas. In technical phrase, an attempt is made to discover "the method of the subject."

This course aims also at making the pupil familiar with the mental movements through which the child passes in the knowledge process; hence it emphasizes psychology and pedagogy. As this movement begins with sense impressions subjects are especially accented that in their development proceed by the child's way. Nature study is made an especial feature and is continued through the course. Literature and history are studied with the same controlling motive.

Pupils that have done but three years of high-school work are expected to remain three years in the Normal School before receiving the diploma. A four-year course is also provided for those who wish to take a fuller course. College graduates can receive the diploma after a year's work.



Since teaching is an art it is important to give to the pupils of a Normal school an opportunity to acquire as much of the art as possible before graduation. A practice school thus becomes an indispensable feature of such an institution. For the protection of the children and in order that the best results may be secured to the Normal pupils, the practice work is deferred to the latter part of the course. Last year our practice school numbered about three hundred and twenty-five. It was a ward school having all the grades below the high school. A regular teacher was in charge of each room. About eighty pupils from the Normal department engaged in practice work in the course of the year. This consisted of one hour's instruction each day. The classes numbered from fifteen to twenty-five.

The entire enrollment for the year was two hundred eighteen. This counted only those who remained in the school four weeks or longer. Thirty-four counties were represented. It may be interesting to note the preparation of the pupils. One of them was a college graduate; two were Normal school graduates; eighty-nine had done four years of high-school work; thirty-eight had done three, and twenty-one had done two. Thirty-seven came from the State Normal School at Normal, but thirteen are included in the previous enumeration. Thirteen were admitted because it was believed that they were able to undertake the work, although technically lacking in qualifications for admission. Twenty-three were appointed by county superintendents; two were admitted on first-grade certificates; one came from the Chicago Normal School and four were examined. About fifty per cent of the pupils had taught school. The average number of months of their teaching work was thirty-one and one-half. It will thus be seen that the pupils were quite mature.

Sixteen pupils completed our work and graduated at the end of the year. The phenomenon of a class at the end of the first year is explained by the fact that one was a college graduate, a second had nearly completed the course in the Chicago Normal school, a third was a graduate of one of the Pennsylvania Normal schools and in consequence was permitted to enter the one-year class, and the remaining thirteen had taken their earlier work at Normal. The graduation exercises were held on June twenty-first.

Recognizing the value of literary societies two were organized at the beginning of the year. The names of the students were arranged in alphabetical order and alternately assigned to the different societies. These were named after Mr. I. L. Ellwood and Mr. J. F. Glidden. Later in the year a third society was organized whose membership was limited to the women of the school. Its work is done by committees and is a model of its kind. The idea was borrowed in large part from the admirable Sapphonian Society, of the Illinois State Normal University.

As early as the first of October arrangements were made for the publication of the school paper. It was christened "*The Northern Illinois.*" It was generously patronized by the business men of the town from the first and has had thus far a very prosperous career.

The Young Men's Christian Association and the Young Woman's Christian Association were maintained last year; four musical organizations were maintained; the mandolin club, the brass band, the girls' glee club, and the boys' glee club. Out door athletics were represented by a foot ball team and a base ball team. Inside athletics flourished with equal vigor, as there were four basket ball teams.

For the benefit of the working men and women of the town a course of five lectures was given by members of the faculty. These covered industrial, economic, historic, and scientific subjects and were well attended. The school was favored by addresses from Dr. Allport, of Chicago, Mr John T. Ray of the same city, Mr. I. L. Phillips, of Bloomington, and President Lord of the Eastern Normal School.

Mention should be made of the services of Mr. Andrew H. Melville who came to us in October to take general charge of our boys and girls in the practic school. It was a cause of great regret to the management that he was obliged to resign after six weeks on account of ill health. Mr. Willard E. King, an upper class student, looked after the welfare and conduct of the children for the remainder of the year.

Any account of the work of the first year would be very imperfect if it omitted a description of our library. The rooms themselves will receive notice later. As has been stated in the first part of this article, Mr. Jacob Haish, of De Kalb, gave ten thousand dollars toward the founding of a library. When the question of equipment came up the board found itself somewhat limited financially. Nevertheless, the appropriation would have given us very good stacks and reading tables. When the beautiful equipment of the Art Metal Construction Company, however, was considered, Mr. Haish directed the board to purchase their stacks and tables, with the understanding that he would pay the difference between the amount appropriated and the amount necessary to purchase them. This difference was about fourteen hundred dollars.

The purchase of books began about October 1st. At the present writing eight thousand dollars have been expended in the purchase of about seven thousand books. The selections have been made with very great care and it is believed that we have no poor books in our library. In commemoration of the generosity of Mr. Haish the library was named after him, and his features, done in marble, were placed over the mantel in the reading room. It is not easy to express our appreciation of the beneficence of this gift. The library rooms are well filled almost every hour of the day.

Through the kindness of Senator Cullom the institution was also made a depository for congressional publications. About three thousand of these publications have been received and are put in a room by themselves.

We began the consideration of the advisability of holding a summer school as early as the first of January. So many of the educational people in northern Illinois expressed a desire for such a ses-

sion that it was deemed advisable to undertake it. Consequently a five weeks' term was arranged for, to begin June 25th. In order to give pupils an opportunity to make credits in the normal course it was necessary to arrange for two recitations each day in each of the elected subjects. This would give forty-eight recitation periods in the summer school, which is the number required for completing a subject in the ordinary term of twelve weeks. To accommodate others who did not care to receive credits in the normal course a series of lectures was provided which began July 10th and continued for two weeks. All of the members of the faculty excepting Dr. McMurry, Miss Patten and Miss Williamson, remained for the summer school. The entire enrollment was one hundred fifty-six, twenty of whom took the course of lectures. To meet the expenses of the session a fee of six dollars for the entire term was charged. It will thus be seen that the services of the teachers was largely donated, since their compensation was very small. The attendance, however, indicated the advisability of the session and it will be continued with the expectation that the attendance will very largely increase.

On account of the introduction of a summer term a re-arrangement of the regular work of the year was found to be necessary. Instead of thirty-nine weeks as formerly, the year is now divided into four terms covering forty-two weeks. The first term, containing thirteen weeks, began September 24th. The second and third terms will contain twelve weeks each, and the summer term five weeks as before. The latter will begin on June 24th.

At the time of this writing the first month of the fall term is reached. The enrollment is now two hundred fifteen, an increase of about one-third over the corresponding period of last year. One hundred thirty-two of these are new students. Twenty-nine counties and three other states are represented. About forty per cent of those who were here last year are continuing their course. As judged by my experience in the school at Normal this is a good showing. The entering class is composed as follows: One is a college graduate (Cornell University), two are normal school graduates, one hundred two are high school graduates or have done the equivalent of high school work, seventy-five of them having taken four year courses. Two entered from the Illinois State Normal University, one of them having nearly completed her course there. Twelve have done two years of high school work, eleven one year, while three have never studied in any high school, but have fairly equipped themselves by advanced work in rural schools. It is thus seen that about eighty per cent of the new class is quite well prepared, nearly all of them indeed being excellently equipped for taking our course. The student body as it now stands contains one hundred sixty-two high school graduates, or those who have done the equivalent or more than the equivalent of such a course. It is thus seen that certainly seventy-five per cent of our students ought to be able to do our work with a reasonable degree of success. Of the remaining twenty-five per cent many are better qualified than some of these high school graduates. *Indeed I think it fair to declare that not more than ten per cent of our pupils have any serious difficulty in carrying on the course.*

With the opening of the second year the faculty was strengthened by the addition of Mrs. Lida B. McMurry, who came to take the critic work in the first three grades. Mr. Luther A. Hatch, for several years a ward principal in Oak Park, succeeded to the principalship of the practice school. He also supervises the pupil teachers in the fourth, fifth and sixth grades. Miss Anastacia Donahue, who last year had charge of the seventh and eighth grades, was promoted to the position of critic teacher in the same grades. Miss Williamson having left us was succeeded by Miss Inez D. Rice, for three years teacher of geography in the New Mexico Normal school at Las Vegas.

When the location of the Normal school was pending the city of DeKalb offered as an additional inducement for the selection of its site the use of its schools as practice school. This placed a system of schools, containing more than a thousand children, substantially at the disposal of the management of the Normal school. In carrying out their pledge in good faith, they first of all secured the services of a highly competent superintendent. To do this they were obliged to advance the salary for that position over sixty per cent. beyond what they had ever paid. Having secured Mr. Newell D. Gilbert, for many years superintendent of the schools of Austin, they put the employment of teachers entirely into his hands. He also took charge of one of the lines of work in the Normal school. There are three school buildings in DeKalb. One of them contains the high school, but four rooms are occupied by the grades. With the addition of the practice school in the Normal building, four buildings are available for practice work.

The plan of procedure contemplates putting each candidate for graduation in charge of a room for a half-day session for not more than three terms nor less than one. Two studies are taken in the remaining half-day, one of them being elected. If it is found at the end of a term that the pupil manifests such a degree of skill as to make further work of that kind relatively unprofitable, the teaching work is discontinued and two more studies are elected. Pupil teachers are closely supervised by critics and room principals. The seniors are divided into two groups, one group going to the outside buildings in the forenoon and the other in the afternoon. Since the public schools begin the work of the year two weeks sooner than the Normal school the seniors return and get well started in their teaching work before they are required to resume their studies. The class numbers about forty-five this year, hence that number are engaged in room instruction.

In addition to the room work of the seniors, pupils of superior strength are permitted to engage in class instruction earlier in the course. These class exercises are held in recitation rooms where there are no other pupils and cover only a single period each day. This is preparatory to the more responsible work of the senior year.

Realizing the advantages that come from the critical observation of good teaching, each pupil teacher attends at least one class exer-

cise each week conducted by the critic. These exercises are carefully discussed and educational principles are deduced and illustrated from the methods employed by the teacher.

During the first year we experienced no little difficulty in finding suitable accommodations for our students. In an industrial community like this every house is full when the mills are going. Last year and so far the present year there has been such a demand for the product of these mills that every available person has been closely occupied. In consequence spare rooms have been at a premium, and eating places for any but the regular inhabitants are difficult to find.

With the opening, however, of a new addition to the town there has been a very great change. There is now near the building within a ten minute walk, ample accommodations for several hundred students. What is known locally as the Ellwood Syndicate has built three large club houses especially designed for the accommodation of students. The dining rooms afford sittings for about sixty each and comfortable students' rooms for twenty-eight. The addition of these three buildings thus offered accommodations for eighty-four roomers and nearly two hundred day boarders. More than twenty additional houses have been built within the same radius. They are well constructed, furnished with modern conveniences, and offer rooms to students at a reasonable rate. We are now ready to take good care of all who come. The day of our privation seems to have passed by.

This article should not close without a description of the magnificent building in which the Northern Illinois State Normal School is housed. In outline it is a rectangle about three hundred seventy-five feet long and seventy feet wide, and fronting to the south. This rectangle is divided into three parts: first, the central building; second, the east and west wings, and third, the buildings connecting the wings with the central building. The first and second are two stories high above the basement; the third, but one. Extending from the north side of this rectangle are five projections; one in the middle, one from each wing, and one from each of the connecting buildings. The middle projection gives a depth of two hundred fifty feet to the building. The basement floor is two feet and a half below grade line. The ceilings in all stories are fourteen feet.

In a general way, the east wing with its projection is used by the practice school. The building connecting it with the central building, with its projection, contains the chemical and physical laboratory below and the library above; the central building and its projection, the gymnasium below and the executive offices and auditorium above; the west connecting building and projection, the biological laboratory below and the study hall and museum above; the west wing and projection, school rooms for the Normal department. The society halls are in the east and west wings respectively. This in very general outline is the building.

More specifically it contains all told one hundred apartments. Ten are store rooms, twenty-five are teachers' private rooms, eight are *offices*, *thirty-four* are school and recitation rooms, and the rest are

laboratories, halls, and rooms for special purposes of some sort. The auditorium has sittings for about twelve hundred and can accommodate fifteen hundred quite comfortably. The gymnasium is ample in size and furnished with dressing rooms and baths. The laboratories were designed with special reference to their purposes and are admirable in every way. A shop for manual training, a dynamo for light and power, and an independent water system, are additional features of excellence. In brief the building has no serious defects.

Through the kindness of Mrs. I. L. Ellwood, two fine portraits by A. F. Brooks, the Chicago artist, occupy the panels at the right and left of the auditorium stage. They are two-thirds full length. One is of Mr. Glidden and the other of Mr. Ellwood. These, with the bust of Mr. Haish in the library, will make the features of the three great benefactors of the Normal school familiar to the remotest generation of students.

This building is situated well to the north end of a fine campus of sixty-seven acres which is yet substantially in its native state. It is finely varied in surface, contains a large native grove on the south side, is skirted on the east by the Kishwaukee, and has a fine athletic field on the northeast. When suitably improved it will be quite ideal in its appearance.

I ought not to burden your space with more of detail. In closing this report I wish to express my appreciation of the generous spirit and warm interest evinced by the people of DeKalb. They not only paid generously out of their holdings to secure the location of this school, but since it opened its doors they have quite out-done themselves in acts of kindness. Public receptions for the students and faculty and numerous private social attentions, not to the teachers alone, but to the students as well, manifest their desire to enhance the comfort of all who are immediately connected with the school. Indeed everything is done that could be done to show how thoroughly the presence of the institution is appreciated. Nor has this hospitality been confined to the citizens of DeKalb. The school people of northern Illinois have been equally thoughtful. The great Northern Association came here in October of last year to wish us a God-speed. Four successive meetings of the Principals' Round Table have been held in the President's office. The Northern Illinois Association placed a loan fund of three hundred dollars to be used by students of limited means at the discretion of the President. With so many manifestations of good will it is not strange that our life here has been very delightful. If no evil fate shall interfere with our success we ought to be of some service to the schools of the great Commonwealth whose interests are so dear to all our hearts.

Respectfully submitted,

JOHN W. COOK,  
*President.*

## EASTERN ILLINOIS NORMAL SCHOOL.

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CHARLESTON, ILLINOIS

*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

SIR:—In accordance with your request I submit herewith the annual report of the Eastern Illinois State Normal School:

### HISTORICAL SKETCH.

On July 1, 1895, the act creating the Eastern Illinois State Normal School became a law. On September 7, 1895, the school was located at Charleston, and December 2, 1895, a contract was made to erect and enclose the building. The corner stone was laid with impressive ceremonies on the afternoon of May 27, 1896. To the people of Charleston the occasion seemed one of the most memorable in the history of the city, and the local arrangements were on a scale commensurate with their views of the event. The interest of the State at large was shown by the number of visitors who responded to the city's invitations to be present. Prominent officials and many of the distinguished citizens of Illinois were among the guests of honor. Thousands of people joined in the procession to the grounds and remained even in the midst of a gathering storm to witness the ceremonies. The late Father McCann offered the invocation and appropriate hymns were sung by the Shelbyville Glee Club. The Hon. A. Neal, Mayor of Charleston, delivered the address of welcome. Other notable addresses were made by the Hon. I. B. Craig, the Hon. S. M. Inglis, the Hon. Owen Scott, and the Hon. F. M. Youngblood. The speaker of the day was the Governor of the State, the Hon. J. P. Altgeld. The Grand Lodge of Masons of Illinois directed the laying of the corner stone. The work was carried on until the completion of the building in the summer of 1899. The cost of the building, grounds and furnishings represent an expenditure in round numbers of two hundred thousand dollars.

The building was dedicated on the 29th day of August, 1899, under propitious skies and in the presence of a throng that seemed to attach a deep interest in the educational progress of Illinois. The four exercises were held in the assembly room of the Normal school. The seating capacity, though more than fifteen hundred, was inadequate for the demands of the day. Probably twice that number were denied admission. Such a gathering in honor of a purely educational event was felt to be unusual and invited much hopeful comment from

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861.

2. The second part is a report from the Secretary of the Treasury, dated January 1, 1861.

3. The third part is a report from the Secretary of the Interior, dated January 1, 1861.

4. The fourth part is a report from the Secretary of the Navy, dated January 1, 1861.

5. The fifth part is a report from the Secretary of the War, dated January 1, 1861.

6. The sixth part is a report from the Secretary of the State, dated January 1, 1861.

7. The seventh part is a report from the Secretary of the War, dated January 1, 1861.

8. The eighth part is a report from the Secretary of the Navy, dated January 1, 1861.

9. The ninth part is a report from the Secretary of the Interior, dated January 1, 1861.

10. The tenth part is a report from the Secretary of the Treasury, dated January 1, 1861.

11. The eleventh part is a report from the Secretary of the War, dated January 1, 1861.

12. The twelfth part is a report from the Secretary of the State, dated January 1, 1861.

13. The thirteenth part is a report from the Secretary of the War, dated January 1, 1861.

14. The fourteenth part is a report from the Secretary of the Navy, dated January 1, 1861.

15. The fifteenth part is a report from the Secretary of the Interior, dated January 1, 1861.

16. The sixteenth part is a report from the Secretary of the Treasury, dated January 1, 1861.

17. The seventeenth part is a report from the Secretary of the War, dated January 1, 1861.

18. The eighteenth part is a report from the Secretary of the State, dated January 1, 1861.

19. The nineteenth part is a report from the Secretary of the War, dated January 1, 1861.

20. The twentieth part is a report from the Secretary of the Navy, dated January 1, 1861.





the various speakers. An all-day program had been provided. In the morning after the singing of "America" by the audience and prayer by the Rev. J. A. Piper, the Rev. H. C. Gibbs delivered the general address of welcome. It was acknowledged by the Hon. A. H. Jones, President of the Board of Trustees of the Eastern Illinois State Normal School. President John W. Cook, of the Northern Illinois State Normal School welcomed the president and faculty to their new field at Charleston. The president of the school responded with a statement of what the new school hoped to be and do. Other numbers on the program were "The Stars and Stripes," sung by an efficient chorus under the direction of Mr. Harding, and "Waiting," a solo sung by Miss Mary McCrory. The afternoon was ushered in with a parade that evoked continuous applause along the line of march. The exercises at the Normal school opened with a patriotic medley by Spencer's Band. The Rev. F. W. Burnham led in prayer. The Mannerchor of Peoria, under the direction of Mr. Friederich Koch, sang several selections. The presentation speech was made by Miss Irna Martin. Governor Tanner, in accepting the keys, spoke of the cost of the new school to Illinois and to Charleston, and indicated the return expected by the State. The Hon. H. A. Neal, Secretary of the Board, responded on behalf of the trustees. The special educational address of the day was given by Dr. Richard Edwards, his subject being "The American Normal School, Its Origin, Progress and Mission."

The school opened September 12, 1899, with the following faculty in charge:

Livingston C. Lord, President, Psychology and School Management.  
 W. M. Evans, English.  
 J. Paul Goode, Physics and Geography.  
 Henry Johnson, Sociology and Political Economy.  
 Mrs. Louise B. Inglis, History.  
 Otis W. Caldwell, Biological Sciences.  
 Edson H. Taylor, Mathematics.  
 Anna Piper, Drawing.  
 James H. Brownlee, Reading.  
 Luther E. Baird, Assistant in English.  
 Francis G. Blair, Philosophy of Education and Applied Psychology.  
 Friedrich Koch, Music.  
 Bertha Hamlin, Critic Teacher in Grammar School.  
 Edna T. Cook, Critic Teacher in Grammar School.  
 Alice B. Cunningham, Critic Teacher in Primary School.  
 May Sloenn, Critic Teacher in Primary School.  
 Frances E. Whetmore, Registrar.

The following statistics will show the attendance and source of attendance:

#### YEAR 1899-1900—COUNTIES REPRESENTED.

Bond.	Crawford.	Fayette.	Platt.
Champaign.	Cumberland.	Jasper.	Saline.
Christian.	Douglas.	Lawrence.	Shelby.
Clark.	Edgar.	Madison.	Vermilion.
Clay.	Edwards.	Montgomery.	Vigo, Ind.
Coles.	Edingham.	Moultrie.	Wabash.

Whole number of students, 1899-1900.....	
Number of men.....	
Number of women.....	

#### Occupations of parents of students:

Agriculture.....63 per cent	Department of skilled labor..
Merchandise pursuits..... 9 per cent	Manufacturers.....
Professions..... 5 per cent	Occupation not given.....

#### Pupils in model schools:

Eighth grade.....	19	Third grade.....	
Seventh grade.....	23	Second grade.....	
Sixth grade.....	21	First grade.....	
Fifth grade.....	22		
Fourth grade.....	19	Total.....	

The students are intelligent and industrious, and the school such as furthers earnest study. The short period of the school year already passed is such as to inspire its friends with confidence in its future. The faculty, while essentially conservative, take to contribute something to the solution of the problems of education that confront the masses. The various departments of the school are in the main equipped with such instructors, and with books as will best minister to the needs of the students, and the outlook is very encouraging.

All of which is respectfully submitted.

LIVINGSTON C. LOE  
*President*

#### THE AMERICAN NORMAL SCHOOL, ITS ORIGIN, PROGRESS AND

Address by Richard Edwards, L. L. D., at the Dedication of the Eastern Normal School.

I have thought it wise on this occasion not to discuss before you the questions of pedagogy, or questions in psychology. These are very important, and your board of trustees have selected for you a faculty eminently able to deal with them. It has, therefore, seemed wisest to turn, at this time, to some matters relating to the history of normal schools in the United States, and also to some general considerations bearing on the value of such schools and the objects to be aimed at in their management.

I cannot omit in this place a reference to the recent death of a noble and worthy member of your elected faculty. When I saw that Mr. Galbraith had been appointed to the chair of pedagogy in this institution, I thought that a man so worthy and so eminently fit, was to have charge of the department. I think that all who knew Mr. Galbraith had full faith in him, and that he would have been a great help to the young men in the prime of life, dominated by high ideals. He was engaged in the work in which he was engaged, and available for the fullest extent of every opportunity to prepare himself for the death of this institution has sustained a great loss, and our board of trustees, in their wisdom, may find some other worthy successor.

The establishment of normal schools in the United States, and the development of the system into its present high state of efficiency, have resulted from great and heroic labors. It would be a loss to the country if there were no record of these labors. This loss would appear in many forms. In the first place, the normal school system cannot be understood in the light of its history. Mere theorizing is not sufficient. He who would correctly theorize on this subject must understand the history of the system.

facts involved in the growth of the system. This, as every one will concede, is true of all organisms. Again the character and achievements of the early workers in this field can never fail to be an inspiration to all who are earnestly engaged in the work today.

This last consideration will lead to some account of the men and women by whose efforts the results have been brought about. Among the early leaders in the normal school work will be found persons whose memories are worthy of being preserved. In all noble enterprises the noblest element is the personal one. A high personality leaves its impress upon every movement that it touches, and in all true history this personal influence is exhibited. It would be a very imperfect history of the United States, however accurate in respect to dates and outward events, in which there was no disclosure of the personal character and worth of such men as Washington and Lincoln. Succeeding generations need the inspiration that comes from lives like these. From the influence of these mighty examples it is not too much to say that the nation derives more substantial benefit than from the record of outward events. Character is the most powerful molder of character.

But there is inspiration in the study of mere events. This is well illustrated by the topic we have in hand. Normal schools in the United States have seen their day of small things. The first public normal school, opened in 1839 in Lexington, Mass., on its first day enrolled only three students. It was encountering not the opposition but the contempt of the world, and I think I may add, especially of the cultured world. But in the fifty-eight years that number increased to more than 43,000, besides nearly 24,000 in private normal schools. This first normal school was carried on at an expense of \$2,100 per annum for all purposes. The year 1897 and 1898 involved an expenditure for public normal schools of \$3,264,928, which divided among the 164 schools gives an average of nearly \$20,000 per annum for each one. The building in which the first school was opened was procured at a cost of \$1,500. In the year 1846 the new building was completed for the Bridgewater normal school at a cost of \$6,000. Its erection was considered an achievement of so much importance that, at its dedication, Horace Mann declared that he was willing to utter the words of the ancient disciple, and to say, "Now lettest thou thy servant depart in peace." He considered the securing of that building the greatest achievement of his life. Today the buildings and grounds belonging to public normal schools in the United States are valued at more than \$18,000,000. Surely the history of such progress as this is worthy of being studied.

There is an impression in the minds of many that the normal-school idea was transplanted from Germany into the United States, and that the friends of education in this country, in their efforts to establish training schools for teachers, were simply reproducing an institution whose value they had learned from the Old World. But the records do not seem to bear out this impression. The writers and speakers who favored a special education for teachers in this country, during the last part of the last century and the beginning of the present, appear to have been moved to their work by the low condition of the public schools at that time. Although the first school for teachers in modern times was established in Halle about the year 1700, and the first school for the training of primary teachers in Stettin in 1735, and although others were afterwards established in Germany and France; yet these do not seem to have been referred to by the early advocates of such schools in the United States. In saying this we do not forget that after the discussion had been going on for some time and practical measures were proposed, the normal-school system of Germany was examined and reported upon. In March, 1835, the house committee on education in the Massachusetts legislature presented as a part of its report a statement of the provisions made for the education of teachers in Prussia. But in its origin, the normal school system of the United States is purely American. Prof. Denison Olmsted, in his master's oration delivered in Yale College in 1816, advocated the establishment of a "state seminary for schoolmasters." But he declares that he had been led to recommend such an institution by actual observation in the schools of Connecticut. One of the facts that had impressed him was the "ignorance and incompetency of schoolmasters." Nearly all the teachers of

the common schools of Connecticut, it seems, had received no training except the meager instruction imparted in the very schools of which they afterwards became teachers. This instruction was almost entirely confined to spelling, reading, writing, and a little arithmetic. English grammar appears to have been occasionally taught, and sometimes, though rarely, geography is mentioned as one of the studies. This was in the public schools, designed for the training of the mass of the children. Private schools, however, were maintained for the benefit of wealthy and favored families. Thus the "New England Academy" was established and supported. The common school was regarded with more or less contempt. For a time the academy served an excellent purpose, but its influence was in some degree, at least, confined to a class. There was no sufficient provision for the education of the mass of the people. In view of this condition of things, Prof. Olmsted recommended, as already stated, the establishment of a "seminary for schoolmasters." He insisted that the instructors of children in the public schools ought to have a more extended training than that which those schools themselves supply. And he appealed to public and private liberality to establish and support institutions of a higher grade for the purpose of supplying such training. And what was true of the State of Connecticut in this respect was also true, more or less, of all New England.

This point is worth noting because it indicates a significant fact in American history. During the last part of the eighteenth and the first quarter of the nineteenth century, the education of the people in the United States reached low water mark. The hardships and sufferings entailed by the Revolutionary war, the privations incident to the planting of new settlements in the wilderness, seemed to have diminished the interest in schools. The high and inspiring ideals of the Puritans in respect to the education of all children appear to have partially lost their power. There was danger that by the prevailing systems of education the people would be divided into classes whose interests would clash. There was danger that an aristocracy would be developed. There was danger that the masses of the people would be relegated to a position of inferiority. There was danger that the power conferred by culture would be used to exalt the few at the expense of the many.

It is not too much to say that the normal school idea, and the normal school as an institution have been potent factors in removing this danger. Indeed, among the influences that have tended to make education universal in the United States, it clearly seems that the normal school stands foremost.

As already indicated, the first public normal school was established in the town of Lexington, Mass., and went into operation on the 3rd of July, 1839. But before this time private efforts in the same line had been made. I might give you the names of the men who, at their own expense, and with very little prospect of pecuniary success, established schools for teachers. The utterance of Prof. Olmsted, already referred to, had awakened a response in many earnest hearts. Public spirited men also, who were not teachers, discerned the reasonableness of the new idea. Among those who committed themselves in favor of the normal school idea may be mentioned Daniel Webster, Horace Mann, John Quincy Adams. But the people were slow to adopt the proposition for many reasons. One of these reasons is to be found in the element of inertia that enters into the composition of the human being. While conceding the defects existing in the qualifications of teachers, and in the management of the public school system, the mass of the citizens were not prepared for a radical change.

Another reason was that it was clear to all that the proposed enterprise would involve an additional outlay of money. The establishment of seminaries for the preparation of schoolmasters at public expense implied an increase in the taxes. Sometimes also, it must be confessed, that religious prejudices interfered with the proposed change.

But by the persistent earnestness of devoted men and women, the change was brought about, and the manner of its accomplishment illustrates an important principle in the great question of human progress. And that principle is this, that the greatest achievements that men make in their social relations are not always brought about by the direct efforts of distinguished

men. The normal school in the United States was set on its feet by the persistent, tireless and self-sacrificing efforts of such men as James G. Carter, of whom the world knows but little, and yet of whom Prof. Bryce, the eminent Englishman, declares that his outline for an institution for the education of teachers was the first regular publication on the subject of the education of teachers of which he had heard. There was also Samuel R. Hall, who started a school for teachers in the little secluded village of Concord, in Vermont. And we must add to these the modest Boston merchant, Edmund Dwight, who when the Massachusetts Board of Education were in despair in their efforts to establish a normal school came forward with a donation of \$10,000, on the condition that the state should appropriate an equal sum, and thus made it possible for the new institution to be born. These are not names that we find reproduced in the newspapers from day to day. The multitude will hardly concede that they were distinguished characters. But without their strong faith and persistent labors it would seem that the enterprise must have failed of realization, at least for many years. Shall we not thank God that there are men willing to work for the good of the race, willing to sacrifice themselves in the accomplishment of a beneficent purpose, or for the mere love of righteousness and of their fellow men?

I take the liberty here of making two brief explanations. First, the word sacrifice, in the sentence just read, is taken in its popular meaning. All that it implies is the giving up of outward advantages. The men and women of whom I speak had little hope that by their labors they would secure material wealth, or high social positions, or the acclamations of the crowd, either during their lifetime or afterwards. These things they intentionally surrendered at the very outset. But how much of a loss was this? How necessary are these things to the genuine happiness of a human being? And these labors were not without their reward. These early teachers in the normal schools enjoyed, in the first place, the warm affection of the young people whom they educated. Their names are cherished through the years in loving remembrance. If dwellers in the spirit world take cognizance of events occurring on the earth, these men and women are comforted today by noting the faithful and efficient work done by those whom they taught, and by those whom their pupils have taught and are teaching. They see that the noble seed which they sowed has not only produced harvests of its own, but also seeds from which other harvests are reaped and shall be reaped. And I am sure that their joy is intensified by the fact that those who have come after them have attained to greater heights than those whereon they stood, not a loftier nobleness of purpose, but larger knowledge—a more thorough mastery of the principles involved in their great work—the wonderful enhancement of the influence of this work among the people. Surely this must be a reward most welcome and most ennobling.

Another element of great profit to these early workers appears in the influence of their labor upon their own characters. How it must have added to the strength of their moral purpose! How with every passing year it must have opened their eyes to new truths! How as time rolled on, it must have intensified their love for their fellow-beings! How it must have rendered that love more gentle and more unselfish! Here, indeed, is the true measure of success. The man who adds to the intellectual power, to the moral self-control and to the energy of good will in himself and in others, is the truly successful man. He has made no sacrifice of anything that has true value. He has simply increased the stature and improved the quality of the souls with whom he has come in contact.

Another point which I wish to note is this. I have spoken of these men and women as having been comparatively unknown to fame. I think that is eminently true of the great majority of those by whose labors the normal school in the United States has been made a success. But there are some exceptions to this peculiarity. The worth of a few of these heroes has been recognized in the literature of the country. Their names are known to many millions of the citizens of the United States. I think I could present to you a somewhat extended list of such. There was Denison Olmsted, already referred to, Henry Barnard, George B. Emerson, David P. Page, and, greatest among them all, Horace Mann.

I have referred especially to some events that occurred in the State of Massachusetts some fifty or sixty years ago. I have done this because to that state belongs the honor of having established the first public normal school in our Republic. It is claimed for the state of New York that in those early efforts its people were quite abreast with those of Massachusetts, and that had it not been for the gift of Edmund Dwight the probability is that the first public normal school would have been established in the Empire State. There is some truth in this assumption. The question was certainly agitated by the New Yorkers at this time. But the gift of Edmund Dwight must be taken as one of the facts. It proved the sincerity of those who in the Bay State were interested in the question. This donation was not an accident. It was the result of the earnest discussion that had been carried on. But it would be idle to deny to the people of New York the credit that is due them. They were early in the field, and in 1844 they too, established in the city of Albany a very successful and influential state normal school. But surely there is some significance in the fact that when they sought for a man to take charge of the institution, they consulted that prince of educators, Horace Mann. And the result was that David P. Page, of Newburyport in Massachusetts, began his magnificent career as the head of the Albany Normal School. But for New York this was only the initial step. Other schools were established in the state from time to time which became centers of a mighty educational influence. And Pennsylvania was not far behind. And these were followed by other states until today fifty states and territories are supporting these institutions. Many names occur in connection with this vast progress of men and women whose memories ought to be cherished, but we are constrained to omit mention of them. The progress of our own State in this respect may, however, be referred to. Our first normal school was established in the year 1857. It continues in active operation until today. Year by year its sphere has been enlarging. Year by year its work has grown more and more efficient. I think it is not an idle claim to say that it stands among the very first in the United States. I remember well some of the discouraging circumstances that attended its development. I remember being reminded one day by a man of no little prominence in the region in which it is located, that there was much hostility to it, and that in all probability its career was nearly run. Said he, with an emphasis I doubt not of sincere conviction, "We shall one day have that fine building of yours for our corn crib." Surely a corn crib it has been. But the corn that has been garnered there has been a kind that nourishes every noble element of good citizenship, every worthy quality of an advancing humanity.

After seventeen years of experience with her normal school, the State of Illinois established another. In 1874 the Southern Normal University at Carbondale opened its doors for students. I had the honor of delivering an address on the laying of the corner stone of the building in the year 1870, and afterwards at the dedication of the building on July 1st, 1874. In November, 1883, this building was destroyed by fire. But after some effort a new one was erected in its place, and on February 24, 1886, was dedicated to the high purpose for which it had been erected. At this dedication I had the honor once more of delivering the principal address. I mention these details in order to bring out a point in connection with this school which very greatly impressed me. In 1870, at the laying of the corner stone of the first building, an immense company of people had gathered. They came from all parts of the adjacent country, and were in their appearance and their bearing undoubtedly fair representatives of the people at that time. In 1886, there was again an immense concourse, but it was clear from the appearance of the crowd that the school had already done a great work. Its influence had been felt, not only in the public schools of that part of the State, but it had extended to the homes. The people who came to witness the dedicatory exercises in this last year, showed in their faces and in their accouterments and bearing that they had made progress since the time of that first gathering. The school had been doing its work. It was a source of illumination, and a source of uplift to the inhabitants of that part of the State. For sixteen years it had been an efficient educator.

progress had been made during that period of sixteen years, what remaining thirteen years accomplished? Today, instead of two normals, Illinois has authorized the equipment of five, to say nothing of a very successful institution in Chicago. And the educating power of normal institutions has not been diminished. On the contrary, it is mightier now than ever was before. Today the State of Illinois believes in normal schools. If the views of its citizens were to be taken, the majority in their favor would be three to one. Thirteen years ago the decision would have been far less emphatic. In 1862, if a direct vote had been taken, I am sure that the schools would have been condemned by an immense majority.

When we speak of the early normal schools for the reason already suggested, the memory of them ought not to be allowed to die. There seems to be a tendency to look upon these early institutions with a species of contempt for their comparatively limited activities. This seems to me to be, in itself, unjustifiable. They did the best they could. They made use of the knowledge that was then developed in respect to methods of teaching, and the principles that underlie them. If after sixty years of stirring and profound study, some additions had not been made to our knowledge on these points, it certainly would have been a disgrace to us. The students and the teachers of the early normal schools were not mere imitators of those who had gone before them. They moved forward. They occupied higher ground than had previously been reached. They deserve credit for all their progressive and, at the same time, reasonably conservative spirit. For us to treat them with contempt would be indefensible. It would be as if a man were to dishonor his own father. And there is no doubt that we can more effectually do them honor than by making advances in the work which they have done. Let us honor these pioneers by continuing what we can to the improvement of the science of pedagogy. But let us do it with a reverent spirit, and with thanks to God for the worth and fullness of those who have gone before us.

Let me throw out a few suggestions as to what constitutes the true end of a normal school. In our time the field of activity for these schools has been much enlarged. New phases of the great questions involved in the teaching, have come to be discussed. Educational science today has many elements. And there seems to be some tendency on the part of the graduates of these departments to talk about their special work as if it were the whole of the science of pedagogy. I wish today to call your attention to a few general considerations in regard to the mission of a normal school. I wish to consider some general facts bearing upon the utility of these schools. In a general way I wish to offer some answer to the questions, "What is a normal school for?" "What ought a normal school to accomplish?" It may be said in general that the function of the normal school is to prepare teachers for their work. The normal school exists in order to accomplish the true ends of education. The normal school exists to prepare teachers for their work. It is certainly fair to expect that the normal school shall give these teachers a correct idea of the ends which they, as teachers, are to attain.

In the accomplishment of this work, it will be necessary, first of all, to understand the structure and philosophy of the human mind—to learn the mental and even physical necessities of the human being—and then to determine the methods for the meeting of these necessities. Of course we see at once that this opens up a large field for study. The human being is very complex. His faculties and activities are mutually dependent, the one upon the other, in many ways. Rightly to develop these powers one needs much preparation in the way of thought. The normal school then must present, as far as possible, a clear and clearly stated system of pedagogical philosophy. And in order that the practical may be kept in view it must present opportunities for the application of these theories in actual work. Hence the need of a practice school. Such a school is necessary not only to prevent the normal students from becoming mere theorizers, but it is necessary also to confirm their grasp of the principles which they have mastered, and also to enable them to make their own discoveries.

It is not only that there must be a study, on the part of those who are conducting a normal school, of the problems of education in a general way, but the



school ought also to provide for the special educational wants of the community in which it is located. Most of the normal schools in the United States have begun their work by dealing with the actual needs of schools. The instruction which they have imparted, the principles which they have taught have been adjusted to existing conditions. I remember many years ago it was urged in some quarters that the normal school ought to confine itself to the discussion of what was then called the science of education, without reference to the special defects existing in the schools. But very wisely, as it seems to me, this counsel was not followed. The normal schools, instead of confining themselves to the discussion of pedagogical principles, have imparted a good deal of instruction in the ordinary branches of study. Arithmetic, geography, English grammar, etc., have actually been taught in these schools. This has been done in part, at least, because the normal school pupils needed that kind of teaching. In those early days it was impossible to require that every student, who came to the normal school, should be so thoroughly qualified in all these branches of study that no further attention need be paid to them. Everyone knew that this was not the case. To have confined the normal school work at that time to what was then called the science of education would have been to make the school useless for the time being. A public institution is established for the purpose of meeting the existing wants of the people. Of course, in order to do this, its conductors must study general principles. But an institution, sustained at public expense, is justly expected to contribute to existing needs.

Of course, there is another reason why the ordinary branches taught in the schools, should be considered in the normal school, and that is in order to illustrate right methods of instruction. It is a universally accepted principle that general principles can only be thoroughly taught by being practically applied. Our views of general truths are filmy. The effort practically to apply them helps our conception of them wonderfully. This is really the basis for the establishment of practice schools. The normal student in his normal class may be led to see the value of a process in instruction, and the soundness of the principle on which it is based. And yet his knowledge of the subject may be vague. Only practice can make that knowledge thoroughly reliable.

Viewed in this light, what is the responsibility of this magnificently endowed institution in respect to the people of Eastern Illinois? It is bound to study their educational wants. It is not here to deal with generalities merely. It must take the measure of educational matters as they exist here. It must learn how the schools in Coles and adjoining counties are conducted. What is worthy in these it must encourage. What is deficient, it must provide for. If there is any educational wilderness in these realms, this normal school must make them blossom like the rose.

And let it be remembered that the normal school is, in a peculiar sense, for the use of the whole people. I do not mean that it should be the direct instructor of men and women of all ages. But the meaning is that it should go forth into all the homes. It is not to be the instructor of a class, nor of children of a class. It is the culminating achievement of universal education. In this spirit its work should be done. I think it is important that this point should be observed because in our time there are so many tendencies to the separation of mankind into classes. In our country, perhaps, the most common basis of such separation is outward wealth. The man who can build for himself a residence costing five or six millions of dollars, as it is said has recently been done, almost of necessity feels like withdrawing from the common crowd. The human being is keenly susceptible to the possibility of personal distinction. The man who thinks he can be king is very likely to favor royalty. And in the United States so much improvement has been made in the outward conditions of people that the possibility of some sort of kingship occurs to many. Sometimes young people are exhorted to train themselves for leadership. And undoubtedly there is a sense in which this counsel is good. There is a kind of leadership that is worthy. But it is not the leadership of command. It is the leadership that enables men to render service to their fellows. It is the leadership that recognizes the equal claim of all. It is the leadership that recognizes the truth of those divine words, "He who would be first must be last."

great among you, let him be your servant." Most of the evils that threaten our nation arise from the inordinate desire for the other kind of leadership,—from the desire for positions in which one may impose his will upon others. The desire for power is legitimate, if it is held in subordination to the desire for helping our fellow men. But the desire of power for its own sake has in it an element of unmitigated vulgarity. Its essential element is a gross selfishness. How much genius, how much moral purity, how much genuine patriotism does it take to make a man a candidate for a public position?

It seems to me that here we have suggested one of the important functions of a normal school. It should impress upon the young men and women who are preparing to be teachers the true motive to activity. As already intimated, the history of the school throws light upon this point. The normal school is the highest exhibition of the idea of universal education. And the idea of universal education has at its basis the great principle of human equality. Let the teacher go forth from the normal school fully inspired with this grand idea. Let him say to himself in serious earnestness that his business is the elevation, intellectually and morally, of the entire community. Let him not be satisfied with himself unless he has done something to promote this great uplift. Let him see to it that there goes forth from him, not alone in words, but in the silent and resistless influence of character, an energy that shall reproduce itself in those who come under his teaching. No higher service can be rendered to humanity than that which is rendered by the true teacher. And this must be rendered to all without favoritism or undue discrimination.

By human equality I do not, of course, mean equality in power or mental endowment, or even the moral attributes. I mean the equality of the claim which every human being presents for the kind of culture which he or she needs. There is no human being so nobly endowed but that in some form he needs the help of his fellow men. There is no human being so meanly endowed or so laden with imperfections that he is not entitled to all help which can be rendered him. It is the duty of the race, and especially of those interested in educational enterprises, to do for all the very best that can be done in the way of enlightenment and ethical development.

The president of one of the great universities of the land has declared that the moral training of the students in that institution is not one of the objects for which the university should labor. He declares that the students come to his institution with their characters already formed for good or for evil. I wish to say with all the emphasis I can put into the words that this rule will not do for the normal school. The teachers that go forth from these halls will have such duties to perform as will make the right kind of characters an essential element in their work. The normal school is not here merely to furnish information, which may be used for good or for evil. It is here to furnish, as far as possible, true ideas of living. It is here for the purpose of molding souls whose characteristics shall be fit to be reproduced in those that come under their charge. I do not mean to say that a large amount of time shall be devoted to the enforcement among pupils of right conduct. Not that. But there must be in the institution an ethical energy that shall make itself felt for good. I think the institution ought to hold itself responsible for this. If there is any place on earth where the highest ideals of character should be insisted upon, it is in the normal school. The very essence of a normal school is that it is a fountain from which streams of influence shall go forth. It is the garden from which vast fields shall be furnished with the seeds from which shall spring a glorified humanity.

I heartily congratulate the board of trustees, the faculty of this institution, and the people of Eastern Illinois, upon the establishment and magnificent endowment of this institution. Today the State of Illinois is committed to enterprises of this kind. You may, therefore, be assured that all your future years will be provided for. With that assurance, and with this noble building already erected, who can calculate the amount of good which you may accomplish? It seems to me that you may take high inspiration from these circumstances. The State of Illinois is looking here for great results, and I feel sure they will not be disappointed. Go forth with the advantage of the accumulated knowledge in the science of education which the ages have gathered in. Go forth with the comforting reflection that your institution is cherished in the hearts of the citizens of this great State. Go forth, inspired by the thought that it is possible for you here to do the grandest work for humanity which is ever permitted to human energy.

## WESTERN ILLINOIS NORMAL SCHOOL

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MACOMB, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent Public Instruction:*

DEAR SIR:—In compliance with your request I herewith respectfully submit the following report of the Western Illinois Normal School:

On April 21, 1899, by an act entitled "An act to establish and maintain the Western Illinois State Normal School," it was provided by the Legislature of Illinois that a normal school should be erected and conducted in that portion of the State of Illinois lying west of the fourth principal meridian in what is known as the Military Tract. This act became effective July 1, 1899. Shortly after this act went into operation the Governor of the State of Illinois, in compliance therewith, appointed a board of trustees for the purpose of locating the said school. For various reasons this board was unable to locate the school, and after this fact became apparent their resignations were accepted and a new board appointed in July, 1900. In August, 1900, after inspection of the various sites offered by different communities for the location of the school, the city of Macomb was selected, the citizens of that place and vicinity giving for the purpose of the location of the school a beautiful tract of ground 59½ acres in extent, lying immediately contiguous to the town. Plans and specifications have been approved by the Governor and adopted by the board of trustees for the structure, which is designed to be a modern, well equipped building, and one wholly in keeping with the most advanced and best approved views. The appropriation which is available so far for the work is the sum of \$75,000. In October, 1900, the contract for the foundation of the building was let to the Tri-City Construction Company of Davenport, Ia., and at this time work is in progress, and the terms of the contract require that the foundations shall be complete by the first day of January, 1901. Work upon the superstructure will immediately follow, and it will be the endeavor of the trustees to have this building practically complete by the first of September, 1901.

Very respectfully submitted,

B. M. CHIFFERFIELD,  
*Secretary of the Board of Trustees.*

## ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND.

JACKSONVILLE, ILLINOIS.

*Honorable Alfred Bayliss, Superintendent of Public Instruction.*

SIR:—I herewith submit a brief report of the number of inmates and character of the work done, in this institution during the biennial period ending June 30, 1900.

### ATTENDANCE, YEAR ENDING JUNE 30, 1899.

Number enrolled:

Males.....	141
Females.....	119
Total.....	261
School in session, days.....	266
Average daily attendance, days.....	227

### ATTENDANCE, YEAR ENDING JUNE 30, 1900.

Number enrolled:

Males.....	156
Females.....	112
Total.....	268
School in session, days.....	266
Average daily attendance, days.....	243

The sub-divisions of the school department and the course of study are substantially as reported two years ago. Pupils who complete the course may remain not to exceed two years in the kindergarten, six years in the "grade," and four years in the high school. During this time all pupils who have the necessary ability are given instruction in music, and all except those who are excused by a physician, are required to take part regularly in a physical drill. Opportunities for manual training are provided and most pupils go to the work rooms as regularly as they go to the school and music rooms.

Rigidity of grading in a school for the blind is neither desirable nor practicable. Speaking of the common schools, Dr. Wm. T. Harris, United States Commissioner of Education, says: "The most serious weakness of the public and private schools of this country, is found in the usual iron-clad method of grading." If this is true of the schools for normal pupils, what shall we say of a rigidly graded school for the blind in which the number of pupils is comparatively small and the variety of intellect and ability greatly modified by the varied circumstances and conditions that have resulted in blindness?

If all our pupils were congenitally blind and were sent to school when six years of age, the problem of grading would be quite different and much less complicated. But the almost insurmountable difficulties that confront one who attempts strict classification, nay, the immeasurable harm that will be done by such an attempt long persisted in, will be apparent when it is remembered that some of our pupils who have never seen the light come to us at five or six years of age; others that were born blind are kept in their homes and led about and waited upon until they are twelve or thirteen years of age and then put into our kindergarten; that still others have, perhaps from the necessities of the case, been neglected—left in a corner with a mouth-organ and a drum, and have thus passed the early years of their childhood and at ten or twelve years of age these come to us with undeveloped limbs and with the hands of a child of five; that some become blind at two, three, or four years of age, and that the disease or accident that caused their blindness has left them, not exactly "feeble-minded" as the term is usually interpreted, but mentally and physically handicapped for life; that others lose their sight at six, eight, ten, twelve, or fourteen years of age and that some of these come to us as soon as they have recovered from the illness or accident that dooms them to darkness for the remainder of their lives—some with other faculties unimpaired, and with a degree of courage and optimism that is a rebuke to many of us, others disheartened and depressed because of the deep shadow that has fallen upon them; that some in middle life are stricken with blindness and plead for admission to this institution—for the opportunity of learning to read with their finger-tips and of learning to use their hands in useful occupation. A moment's view of the facts as they are, will not fail to convince even the casual observer that the careful study of individual necessities and the adaptation of the work to individual needs, are the especially difficult tasks that confront the educator of the blind. Classification and gradation can at best only be adopted in a small way as the outcome and concomitant of careful individual study and instruction.

The following reports of pupils as given to the superintendent the close of the last school year by the kindergarten teachers serve to illustrate the great variety of intellect with which we deal in a school for the blind:

<p><b>A. B.—AGE, 7 YEARS.</b></p> <p>One year in school. Very little progress until the latter part of the year. Writes very little. Pages read, 14. *Perfect papers, 10.</p> <p><b>C. D.—AGE, 6 YEARS.</b></p> <p>One year in school. Does very little number-work. Excellent in reading. Good in writing. Pages read, 145. *Perfect papers, 30.</p> <p><b>E. F. AGE, 12 YEARS.</b></p> <p>In school six months. Scarcely any progress. Can string wooden beads—nothing more.</p> <p><b>I. J.—AGE, 7 YEARS.</b></p> <p>One year in school. Reading excellent. Number-work fair, Pages read, 223.</p>	<p><b>G. H.—AGE, 9 YEARS.</b></p> <p>In school fifteen months. Excellent in all work. Pages read in last year, 476. Perfect papers last year, 206.</p> <p><b>K. L.—AGE, 9 YEARS.</b></p> <p>One year in school. Has done very little. May develop in time—very doubtful</p> <p><b>M. N.—AGE, 9 YEARS.</b></p> <p>In school two years. Reading excellent. Has read Cyr's Primer, Cyr's First &amp; Second Reader, Little George Ington, Patty's Patch-work, Seven Sisters, Scripture Lessons, etc., etc. Number-work, good. Pages read during the last school year Perfect papers, 273.</p>
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The following taken from the report at the end of the year, by a teacher of third and fourth grade children, will give some of the character and extent of our work in these grades.

**Arithmetic:** Reviewed from the beginning and completed Webster's Arithmetic, Book I.

**Reading:** Daniel Webster (brief biography), James Watt, Revere's Ride, Melchior's Dream, Our Field, The Trinity Flag, LaSalle, Happy Family, The American Tropics, Washington The Spy, The Great Stone Face, Revolutionary Heroes, Third Reader and Child's Book of Nature.

**Geography:** Our American Neighbors to Chapter XX. Also Geography work as was necessary to enable the children to understand the "news of the day," as presented in connection with chapel exercises each morning. Special work was done on the geography of the Philippines, the Hawaiian Islands, South Africa and the West India Islands.

**Language:** McMurry's Story of LaSalle and Our American Neighbors were the basis of much of the language work, McGuffey's Language Book and DeGarmo's Lessons, I. and II. used as guides in oral work.

\*A paper that is without any error which the pupil might reasonably be expected to be called by us a "perfect paper."

**NOTE.**—The above is the reading done in school and in class. Besides this, most of the pupils read several hundred pages silently, and many "ink-print" books were read by the pupils by their teachers at the regular evening reading.

**NOTE.**—It is part of our plan to make all the centers of great interest throughout the year contribute to the interest of our pupils in their geography work.

## REPORTS OF PUPILS IN GIRLS' INTERMEDIATE DEPARTMENT.

<p>A. A.—AGE, 12 YEARS.</p> <p>Fourth grade. In school five years. Excellent in all lines. Pages read, 6872. Perfect papers, 75.</p>	<p>C. D.—AGE, 10 YEARS.</p> <p>Fourth grade. In school four years. Excellent in all lines. Pages read, 3,343. Perfect papers, 60.</p>
<p>E. F.—AGE, 18 YEARS.</p> <p>Ungraded. Recently lost sight. In school seven months. Pages read, 724. Perfect papers, 10.</p>	<p>G. H.—AGE, 16 YEARS.</p> <p>Ungraded. Does very little work in Arithmetic. Medium in reading. Writes, but not accurately. Pages read, 2,957. Perfect papers, 6.</p>

The following reports were made by the teacher of type-writing at the end of the last school year. A "perfect paper" in the type-writing room is one in which there is no error in spelling, punctuation, capitalization, or in the operating of the machine. A mistake in spacing, syllabication, or the writing of one letter over another for the purpose of correction, rules the paper out of the perfect paper class. The "paper" is one page, or any part of a page made at one sitting.

A. B.—Second year work. Perfect papers, 3. Careless in work and insists upon sacrificing accuracy to speed.

C. D.—Second year work. Perfect papers, 8. Does very careless work and puts speed before accuracy.

E. F.—Second year work. Perfect papers, 22. Is very careful and takes pride in his work; but many errors come through his limited knowledge of the use of English and consequent inability to take dictation accurately.

G. H.—First year work. Perfect papers, 29. Did not begin work until some little time after school opened, and in a short time was able to work with the second year class. Has made excellent progress. Made out reports for several teachers at the close of the school and the work was entirely satisfactory.

I. J.—Post-graduate work. Perfect papers, 55. Is a good speller, takes dictation intelligently, and does good work always.

K. L.—First year work. Perfect papers, 102. Has the highest number of perfect papers of any one in the type-writing class. Writes very carefully and is gaining in speed without any loss in the matter of accuracy.

## THE RESULTS OF OUR WORK.

*From a humanitarian standpoint.*

Blind people learn to read. Enough reading matter is now provided in the various systems so that the educated blind person so inclined and whose environment is such as to permit this, can spend much of his time pleasantly and, in a sense profitably, in reading good books.

Blind people learn to write. This again furnishes occupation as well as the means of communicating with distant friends and of recording one's own thoughts. Sometimes the thoughts of blind per-



sons have been considered worthy of preservation through the printer's art. Many a valuable book has come out of the darkness of perpetual blindness to be read and enjoyed by those with the most perfect sight.

Some blind people learn to sing, and to play upon one or more musical instruments. This becomes to them a source of great satisfaction. The satisfaction is no doubt increased when they can thereby give pleasure to other people.

Blind people learn to work with their hands. This furnishes occupation for both mind and body. However small the earnings may be, they find in such employment unlimited comfort.

To all the young blind, as to people with sight, the possibilities of great success in some chosen vocation may act at once as an incentive to effort and as a charm to make drudgery and heavy burden-bearing endurable.

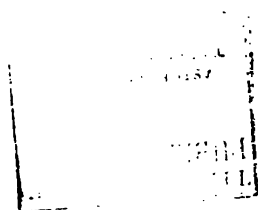
*From an economic standpoint.*

It is impossible to separate completely, even in our thought, the economic value of training from the culture and comfort values. No person of sound mind can be altogether comfortable, no matter how highly he may be cultured, if he is dependent for the necessities of life upon some relative or friend. In order that labor may not be joyless, it is quite essential that it be remunerative enough to supply the daily wants of the laborer. Hence the real value of the instruction in such a school as this, must be measured in part at least by what it will enable its graduates to do that will contribute something of value to the general good. Statistics are not at hand that give any very clear idea of the economic value of the work in the schools for the blind.

Many of our graduates do not need to become self-supporting and therefore are not. Others need to support themselves, bravely attempt to do this, but find it very difficult. Most of them earn in part their own living. A few are entirely self-supporting, and contribute even to the support of others.

The pupils who have been sent out from this and other institutions for the blind and who are now earning either wholly or in part their own living are doing this:

1. Many of them as teachers of music, vocal or instrumental.
2. A few as performers in music.
3. Some as private instructors of other blind students.
4. A few as teachers in institutions for the blind.
5. A few as teachers and assistants in other institutions.
6. Some as operators of the typewriter—doing their work from dictation.
7. A few as managers of some business—as dairying, general farming, or manufacturing.
8. Some as broom makers. Those who do such work as this usually combine with it chair caning, basket making, the making of horse nets and hammocks, etc.
9. Some as tuners and repairers of pianos.





In conclusion, I beg to thank you and your able assistant for the interest you have manifested in our work and for the encouragement and helpful suggestions that have come to us from your department.

Respectfully submitted,

FRANK H. HALL,  
*Superintendent.*

## ILLINOIS INSTITUTION FOR THE EDUCATION OF DEAF AND DUMB.

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Jacksonville, Illinois.

*Hon. Alfred Bayliss, Superintendent of Public Instruction:*

DEAR SIR:—In compliance with the law and in accordance with your request I have the honor to submit herewith a summary of the condition of this institution for the biennial period ending June 30, 1900.

The period under review has been marked by a gratifying development of the educational work of the State School for the Deaf at Jacksonville. Five hundred and thirty-three pupils were in attendance in the year 1898-'99; five hundred and forty-six pupils, of whom eighty-five were new admissions, were in attendance in the year ending June 30, 1900.

The work of the school has been conducted by fifty-five instructors. In the manual alphabet department, in which the school work and communication between teachers and pupils is carried on in the English language by means of writing and finger-spelling, there were seventeen classes. In the oral department, in which the school work and communication between pupil and teacher is carried on in the English language by means of speech, lip-reading and writing, for the most part, there were twenty-one classes. In the art department six classes; in the manual arts and industries, twenty-one classes, and, in the new department of domestic science there were eighteen classes. The new departments of floriculture and Sloyd have been organized too recently to call for more than mere mention at the present time. The department of physical culture has been reorganized, in part, and the girls are no longer expected or encouraged to become proficient in heavy gymnastics, the Swedish system as modified by the best American practice, being now recognized as more satisfactory at least in the training and development of girls.

Much more attention is given to physical culture in this school than is customary in public schools in general. In fact, systematic exercise under teachers is required of every pupil not excused by the physician. The manual arts and industries also receive more attention than is customary in public school work, being obligatory for *one-third* of the school-day for the last eight years of our twelve *years' course*.

The calamity of total deafness is the greatest barrier to intellectual advancement which can affect the undeveloped powers of a mind retaining any capacity whatever for instruction. This is a strong statement, but I make it advisedly, after the cumulative experience of many years devoted to the amelioration of this form of misfortune. The far-reaching effects of this single privation of a purely physical approach to the mind of the child cannot be realized, even remotely, by the unprofessional observer. It is fortunate for the deaf that it is possible to procure experienced and well-trained professional teachers of the deaf for deaf children, and it is little short of a crime to confide the instruction of these most unfortunate children to inexperienced and untrained teachers. Even able college professors are helpless in the presence of deaf children, and the most expert teachers in the common schools are not prepared to instruct a totally deaf child ignorant of language. It is now the policy of this school to employ none but trained and experienced teachers, who have had special training for this work.

All educational work of a high order is a severe strain upon the teacher, and educators of the deaf are no exception to the rule, that, even in the case of teachers of unquestioned fidelity to duty, the time arrives when the teacher, as well as the prize fighter, becomes "stale," and should retire from the field. The supply of thoroughly qualified teachers of the deaf is limited, and we need funds to retain highly efficient teachers and to add to the number as the occasion arises.

The ultimate aim or aims of education for the deaf are precisely the same as in the education of all children, but the methods involve special processes and special devices which have been elaborated by the experience of years.

Deaf-mutism is a physical condition due solely to deafness dating from birth, infancy, or early childhood. The deafness may be total or partial. Those known technically as deaf-mutes may be totally dumb in consequence of deafness, or they may retain more or less of the speech acquired in early childhood before the loss of hearing, or they may acquire the ability to speak and to read the lips through training at school.

Deaf-mutes of the present day, if well educated by the methods and processes employed in the best schools for the deaf, and even in inferior schools, acquire the ability to speak more or less intelligibly, and also to understand the speech of their friends and acquaintances and even of strangers to a useful degree.

This almost marvelous power of lip-reading is developed for the most part incidentally during the acquisition of speech by the deaf. Teachers should understand the various degrees of visibility of the elements of speech revealed by the position and transitions of the vocal organs, but need not themselves be masters of lip-reading. In fact few teachers of the deaf are able to read the lips. The true function of the true teacher is beautifully illustrated in this matter. If the teacher presents the difficulties in proper order the deaf pupil takes the steps one at a time and soon becomes expert in an art not

possessed by the teacher himself. The pupil develops his own powers. Lip-reading stands unrivaled as a means of communication in the case of the deaf for short distances. Notwithstanding its many limitations, lip-reading is upon the whole of more value to the deaf than speech, if one were compelled to choose between the two. Any power of sight is better than total blindness. Any power of speech is better than total dumbness. Any ability to read the lips is better than total inability to read the lips. The ability to speak and understand speech by watching the movements of the lips is of great value in the home and in the shop, but the educational value of these twin arts, as a preparation for education—nourishing and stimulating mental development, is by far greater, however useful simply as a means of communication. Perception, memory, association, imagination, reason, will—all these are used and trained and developed in the acquisition of speech and lip-reading. Living speech is the best preparation for the education of the deaf as well as of the hearing child, in its proper correlations, and the speech of the deaf even if imperfect and sounding strange and uncouth to unaccustomed ears, has a high educational value even when it is far from satisfactory as a means of communication merely. True it is that certain deaf-mutes respond but feebly to instruction along these advanced lines, but the same is true of a great multitude of hearing pupils, who have little or no capacity for even elementary literary attainments. Yet even backward deaf-mutes if capable of mastering alphabetic language in any form, are suitable subjects for improved methods and processes of instruction. Casual visitors to schools for the deaf are apt to note the attainments of the more advanced or exceptionally bright pupils, not realizing that, in general, these particular pupils have always had a command of our own language. To gauge the deaf in general by such exceptional cases is unfair. We should never lose sight of the difficulties to be overcome in the most laborious of all educational undertakings—the acquisition of a working knowledge of conventional language by a real deaf-mute. In instructing the deaf *hic labor hic opus*. Our academic department has been completely reorganized, and the old classification by grades has been subordinated to the varied needs of the individual pupil, in this way bringing the teacher into closest touch with the pupil at the point where most needed. Pupils are no longer promoted from class to class or grade to grade on the strength of general averages, but are credited only with the particular subjects in which they have shown themselves sufficiently proficient to merit promotion.

The old and tried disciplinary studies continue to form the backbone of our course of study, but without neglecting these we find it possible to widen the scope of the pupils' work and to arouse wider interest by the judicious addition of information studies and elementary training in habits of observation. The cultivation of trained perception, and even elementary reflection, is of peculiar value in the case of deaf children, for it may be said of them, that having eyes, they see not. Without training the deaf are peculiarly superficial, delighting in the panorama before them, and meditating but little upon *relations which are not obvious at a glance*.

It is worthy of incidental mention that out-door games and sports are utilized more and more to furnish new subjects of interest and to widen the scope of work and life in the school-rooms; and the children have been encouraged also to study and observe out-door nature for themselves with encouraging results. Many of the school-rooms have been adorned and beautified by the teachers. The pictures upon the walls not only exert a wholesome aesthetic influence upon the pupils, even if the pictures fail to reach the highest standards of art, but they also help to bring the larger world into the school-room. In a certain sense education is a preparation for life, but we are coming to realize that it is in a larger sense life itself; certain it is that to the child in school, life is real, life is earnest, and here, if any where, may be found the strenuous life. If our school is to be improved it will be through the larger appreciation of this point of view, rather than from the recasting of formal courses of study, the adoption of this or that text book, or the multiplication of scholastic hurdles, though none of these things are to be despised. Though conservative upon the whole, our school feels the stirring of the waters from the breezes that fill the larger educational world, and at the same time it is fairly in line with the best practice of the most useful schools for the deaf. Our teachers have been encouraged to keep abreast of the general current of educational progress. They have been inspired and stimulated by teachers' meetings, "grade" meetings, current educational literature, pedagogical additions to the library, and attendance upon various meetings of educational bodies. However learned, painstaking and conscientious a teacher may be, we are beginning to learn that real teaching demands enthusiasm. No enthusiasm, no life. Live teachers and live pupils are more and more in evidence and this means much to the school. Consider the little deaf child. Deaf, yet very much like other children. Curiosity, the inborn impulse to know and to do, inherited instincts beyond number, interest, aspiration, potential energy, capacities for purposive activities, innumerable incentives and aptitudes—all these, and more, exist in the deaf pupil eager to act upon and respond to environment. To touch this inner life is the teacher's function, and in this sense the teacher makes the school, that mysterious thing called influence here becomes something tangible either for good or for evil in the development and destiny of the pupil. The skillful handling of modern school-room machinery, and especially of text-books, exalted to a factitious importance through the greed of publishers, on the one hand, and the helplessness of manufactured teachers on the other, is the most insignificant function of the real teacher. The true, the beautiful and the good are not the unsubstantial fabric of an idle dream, but the essential and eternal substance of all life worth the living. These bud and bloom under the true teacher as naturally as seed and bulb expand into plant and flower and fruit under the genial influence of the sun. As these principles become better understood all schools grow better, and ours with the rest.

I am optimistic enough to believe that the day is not distant when schools for the deaf and for the blind, in common with the public



schools, will be maintained, manned and administered solely for the welfare of the pupils themselves, and the good of the community at large.

The closing days of school and the commencement season are very much alike year after year, and our anniversaries and gala days do not differ much, save in the absence of song, from such occasions in the public schools. Peculiar interest attaches, however, to our last reunion. For the first time in the history of the school many of the alumni were present for a reunion at the school in term time. For four days they were the guests of the institution. This gave them the opportunity to visit the classes in session, to meet all our teachers and pupils, to attend all the public exercises, and to participate in a special reception and banquet arranged in their honor. The events included a field day and picnic, the first class day in the history of the school, the banquet to societies, graduates and guests, a baccalaureate sermon, and the commencement exercises proper. These were rendered doubly interesting and profitable by an appropriate address given by Professor Alfred Bayliss, the Superintendent of Public Instruction for the State of Illinois. The graduating class numbered fifteen. Three members of the class expect to take a collegiate course. Two have already passed with credit the entrance examinations to the College for the Deaf in Washington City, and one proposes to enter Shurtleff College this fall.

The biennial period under review has been completed with a remarkable record for health, and, in fact, in the last three years, in four epidemics which visited this school, 596 pupils were cared for without a single death, although many of the cases were severe, and in private practice deaths from the same ailments were not uncommon. Although greatly overcrowded in every department the school has been greatly prospered, and our chief regret is that so many deaf children far outnumbering all in the schools of this State, are growing up uncared for in the depths of ignorance beyond any power of description or imagination.

The responsibility for this sad state of affairs rests upon ignorant and indulgent parents, and upon communities indifferent to the possible dangers arising from this neglect. The State needs an effective compulsory law to reach the deaf kept out of school.

The policy of the State is exceedingly liberal toward the education of the deaf. It not only maintains the State Boarding School, with its hospital and trade schools, but it also makes liberal provision for the maintenance of day schools for deaf children wherever small classes can be organized and good teachers found for them.

If I may be pardoned for a suggestion, I wish to commend the practice, unfortunately too rare, of endeavoring to secure the names and addresses of deaf children through special inquiries made of teachers and school officers by the county superintendents. I believe it is an excellent idea for county superintendents to include a special inquiry covering this subject in the circulars which they issue from *time to time* for school district officers and the teachers under their *jurisdiction*.

Your attention is respectfully invited to the self-explanatory statistical tables hereto appended.

In conclusion, I wish to thank you for the interest you have taken in this school, and through you, I desire also to thank county superintendents, the superintendents of a large number of city and town schools, and a very large number of the educators of the State who have taken a lively interest in the work of this institution and the welfare of the deaf.

Respectfully submitted,

J. C. GORDON,

*Superintendent.*

Tabulations of statistics relating to the Illinois School for the Deaf at Jacksonville, and to deaf pupils under instruction in the United States in the year 1900.

TABLE I.

*Actual Attendance, 1899 and 1900.*

Movement of Population.	Year ending June 30, 1899.			Year ending June 30, 1900.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Former pupils returned.....	277	178	455	273	188	461
New pupils received.....	85	48	78	53	32	65
Total.....	312	221	533	326	220	546
Died.....	1	.....	1	1	.....	1
Discharged.....	15	9	24	22	8	30
Remaining on roll at end of year.....	296	212	508	303	212	515
Total.....	312	221	533	326	220	546

TABLE II.

*County Representation for Six Years, Ending June 30, 1900*

Counties.	1895.	1896.	1897.	1898.	1899.	1900.
Adams.....	7	10	10	9	8	8
Alexander.....	1	1	5	7	6	6
Bond.....	2	2	2	2	2	2
Boone.....					1	1
Brown.....	4	4	3	2	1	1
Bureau.....	4	5	5	6	7	7
Calhoun.....						
Carroll.....						
Cass.....	6	8	8	4	2	2
Champaign.....	1	3	3	4	5	5
Christian.....	6	7	7	6	5	5
Clark.....	4	3	5	1	2	2
Clay.....	8	9	8	6	5	5
Clinton.....	8	3	3	3	3	3
Coles.....	6	8	9	4	4	4
Cook.....	130	126	136	140	128	128
Crawford.....	3	3	3	5	2	2
Cumberland.....	1	1	1	1	1	1
DeKalb.....	4	4	3	2	3	3
DeWitt.....	4	3	4	4	2	2
Douglas.....	4	3	4	4	4	4
DuPage.....	3	3	4	2	2	2
Edgar.....	2	2	3	1	2	2
Edwards.....						
Emmingsham.....	5	3	2	2	3	3
Effingham.....	1	1			5	5
Fayette.....	2	2	3	6	1	1
Ford.....	4	2	6	5	4	4
Franklin.....	7	4	5	3	4	4
Fulton.....	2	1	3	1	5	5
Gallatin.....	5	2	4	4	1	1
Greene.....	2	1	1	1	2	2
Grundy.....	1	1		1	2	2
Hamilton.....	1	1		1	2	2
Hancock.....	2	3	3	4	3	3
Hardin.....					1	1
Henderson.....					2	2
Henry.....	4	3	4	3		
Iroquois.....	1		1			
Jackson.....	5	5	6	6	7	7
Jasper.....	2	1	1	3	5	5
Jefferson.....		2		1		
Jersey.....	4	5	5	5	4	4
JoDavies.....	3	3	3	1	4	4
Johnson.....	1	1	1			
Kane.....	19	16	15	15	14	14
Kankakee.....			2	1	3	3
Kendall.....					1	1
Knox.....	4	4	6	4	3	3
Lake.....	3	3	3	4	5	5
LaSalle.....	12	11	13	13	9	9
Lawrence.....						
Lee.....	4	2	2	4	4	4
Livingston.....	2	4	6	5	6	6
Logan.....	5	4	4	6	5	5
Macon.....	3	2	2	4	4	4
Macoupin.....	6	4	6	8	8	8
Madison.....	13	13	13	9	12	12
Marion.....	6	4	5	6	8	8
Marshall.....	1	1				
Mason.....	5	4	4	4	3	3
Massac.....	1		2	2	2	2
McDonough.....	3	1	2	2	2	2
McHenry.....			1	1	1	1
McLean.....	9	12	12	12	14	14
Menard.....	1					
Mercer.....	4	4	4	3	2	2
Monroe.....	2	1	1	2	3	3
Montgomery.....	6	8	8	9	9	9
Morgan.....	20	20	16	22	23	23
Moultrie.....	1	1		2	1	1
Ogle.....	2	3	5	4	4	4
Peoria.....	13	11	12	9	10	10
Perry.....	1		1	1	2	2
Platt.....	3	5	4	4	3	3
Pike.....	13	13	13	11	14	14

Table II—Concluded.

Counties.	1895.	1896.	1897.	1898.	1899.	1900.
Pope.....		1			1	1
Pulaski.....	1	3	3	3	4	2
Putnam.....	2	4	4	4	5	4
Randolph.....	1	1	1	1	1	1
Richland.....	1		2	4	3	2
Rock Island.....	7	3	7	5	5	4
Saline.....	3	2	3	1	2	4
Sangamon.....	10	9	7	8	7	7
Schuyler.....	1					3
Scott.....						
Shelby.....	6	8	8	6	5	5
Stark.....						
St. Clair.....	18	13	13	14	18	16
Stephenson.....	2	4	4	5	5	5
Tazewell.....	2	2	3	5	5	5
Union.....	1		1	2	1	1
Vermilion.....	3	3	2	2	1	2
Wabash.....	2	2	2	2	1	1
Warren.....	4	4	3	3	3	3
Washington.....	4	3	3	3	1	2
Wayne.....	3	3	2	4	5	3
White.....	5	5	4	5	6	4
Whiteside.....	3	3	5	3	3	3
Will.....	8	8	7	7	7	7
Williamson.....	5	2	2		1	1
Winnebago.....	9	6	7	10	10	7
Woodford.....	5	5	7	9	9	10
	522	493	534	531	533	546

Professor J. C. Gordon's Summary of Statistics Relating to the Instruction of the Deaf in the United States.

TABLE I.

*Teachers of the Deaf in the United States.*

	1891	1900	Increase.
Teachers of speech.....	260	561	301
Hearing teachers not in oral work.....	182	182	
Deaf teachers.....	167	243	76
	609	986	377

TABLE II.

*Pupils in Schools for the Deaf in the United States in 1900.*

	Total number.	Taught speech.	Not taught speech.
United States.....	10,291	6,299	3,992
New England.....	100 per cent	61 per cent	39 per cent
Middle States.....	644	593	51
Central and Western.....	100 per cent	92 per cent	8 per cent
Southern.....	2,835	2,490	345
	100 per cent	88 per cent	12 per cent
	4,092	2,371	1,721
	100 per cent	58 per cent	42 per cent
	2,720	845	1,875
	100 per cent	31 per cent	69 per cent

TABLE III.

*Classification According to Methods of Instruction.*

	Total number of pupils.	UNDER ORAL INSTRUCTION.		UNDER SILENT INSTRUCTION.
		Oral methods exclusively.	"Mixed" or "combined" methods.	"Sign" or "manual" methods exclusively.
United States .....	10,291	4,451	1,848	3,992
	100 per cent	43 per cent	18 per cent	39 per cent
New England .....	644	398	200	51
	100 per cent	61 per cent	31 per cent	8 per cent
Middle .....	2,835	1,731	759	345
	100 per cent	61 per cent	27 per cent	12 per cent
Central and Western..	4,082	1,698	683	1,721
	100 per cent	41 per cent	17 per cent	42 per cent
Southern .....	2,720	639	206	1,875
	100 per cent	24 per cent	7 per cent	69 per cent

TABLE IV.

*Deaf Pupils at School in New England in 1899.*

Tabular number of school.	Total number of pupils.	UNDER ORAL INSTRUCTION.		UNDER SILENT INSTRUCTION.
		Oral methods exclusively.	"Mixed" or "combined" methods.	"Sign" or "manual" methods exclusively.
1	159	8	116	35
27	150	150		
33	33	33		
40	77		70	7
41	61	61		
42	23		14	9
1-B	119	119		
7-C	9	9		
15-C	13	13		
Total.....	644	393	200	51
Percentages .....	100 per cent	61 per cent	31 per cent	8 per cent

Total under oral instruction, 593 or 92 per cent.  
Total under silent instruction, 51 or 8 per cent.

TABLE V.

*Deaf Pupils at School in the Middle States\* in 1899.*

Tabular number of school.	Total number of pupils.	UNDER ORAL INSTRUCTION.		UNDER SILENT INSTRUCTION.
		Oral methods exclusively	"Mixed" or "combined" methods.	"Sign" or "manual" methods.
2	415	202	213	.....
8	500	453	.....	47
20	159	.....	108	51
24	163	11	139	13
26	201	201	.....	.....
29	96	39	23	34
31	371	371	.....	.....
35	38	17	11	10
37	124	.....	60	74
38	188	.....	87	101
39	169	169	.....	.....
44	79	79	.....	.....
45	135	57	78	.....
47	84	29	40	15
52	24	24	.....	.....
54	60	60	.....	.....
11—C	19	19	.....	.....
Total.....	2,885	1,731	759	345
Percentages.....	100 per cent	61 per cent	27 per cent	12 per cent

Total under oral instruction, 2,490 or 86 per cent.  
Total under silent instruction, 345 or 12 per cent.

TABLE IV.

*Pupils Under Different Systems of Instruction in Schools for the Deaf in the United States—1892–1900.*

Year.	Total pupils.....	Number of pupils under different systems of instruction.			Percentage of pupils under different systems of instruction.		
		Manual..	Entirely oral.....	Partly oral.....	Manual..	Entirely oral.....	Partly oral.....
1892.....	9,232	4,887	963	3,282	54.0	10.4	35.6
1893.....	7,940	4,016	1,581	2,443	50.6	19.9	29.5
1894.....	8,304	3,819	2,136	2,349	46.0	25.7	28.3
1895.....	8,825	4,023	2,369	2,433	45.6	26.8	27.6
1896.....	9,253	4,168	2,719	2,365	45.1	29.3	25.6
1897.....	9,554	4,311	2,915	2,325	45.1	30.5	24.3
1898.....	9,749	4,251	3,028	2,470	43.6	37.2	19.3
1899.....	10,139	4,321	3,788	2,029	42.7	37.3	20.0
1900.....	10,291	3,992	4,451	1,848	39.0	43.0	18.0

\* Including Maryland and the District of Columbia.

*Dr. Alexander Graham Bell's Summary of Speech Teaching in American Schools for the Deaf in 1900.*

Schools for the deaf in the United States.	Total .....	Number of pupils.					Summary.			
		Taught by speech and speech-reading.			Taught speech and speech- reading.		Number of pupils taught speech and speech- reading.			
		No manual spelling: no sign language ....	Taught also by manual spell- ing.		Speech not used as a means of instruction.	Returns unclassified..	Total.....	Speech used as a means of instruction.	Speech not used as a means of instruction.	Unclassified.....
			No sign lan- guage.....	Taught also by sign lan- guage.....						
No. of pupils in 115 schools...	10,750	2,757	1,643	1,095	582	907	6,984	6,069	582	333
Percentage ....	100.0	25.7	15.3	10.2	5.4	8.4	65.0	56.5	5.4	3.1

## ILLINOIS STATE REFORMATORY.

PONTIAC, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent Public Instruction:*

DEAR SIR:—Your letter of July 3 about the report of this Institution relative to our common schools was received and referred to our superintendent of instruction, as I did not have time to prepare one myself. He was away on his vacation for some time, hence the delay in answering.

I enclose you herewith his report as placed on my desk this morning.

Yours truly,

GEORGE TORRANCE,  
*General Superintendent.*

*Honorable Alfred Bayliss, Superintendent Public Instruction:*

DEAR SIR: We have in the Institution eighteen schools with a total attendance of six hundred and seventy-eight inmates. The act establishing the Illinois State Reformatory declares, that "It shall be the duty of the managers to provide for the thorough training of each and every inmate in the common branches of an English education." We are required not only to give the inmate a common school education, but also to teach him a trade. And in order to do the best possible work in both the common and trade schools, one-half of the pupils attend the common schools in the forenoon and the other half in the afternoon, and the same method is followed in the trade schools. No attempt is made at teaching the higher branches.

A large percentage of the inmates received are illiterates and of the dullard and truant classes, and it is only with thorough discipline and the most painstaking instruction that good results can be accomplished.

The younger members of our community are kept in separate buildings, and have been in school seven hours daily.

The following is the outline of studies pursued:

First Grade—Chart, First Reader, Spelling, Writing, Numbers.

Second Grade—Second Reader, Spelling, Writing, Language, Numbers.

Third Grade—Third Reader, Arithmetic Writing, Spelling, Language, Geography, Physiology.



**Fourth Grade**—Fourth Reader, Arithmetic, Geography, Language, Spelling, Writing, United States History, Physiology, Civil Government, English Grammar.

**Fifth Grade**—Reading, Arithmetic, Geography, Language, English Grammar, United States History, Physiology, Writing, Spelling, Civil Government.

**Sixth Grade**—Arithmetic, Advanced; English Grammar, Advanced Work; Geography, Completed; United States History, Physiology, Completed; Writing, Spelling, Reading—Supplementary; Civil Government.

No pupil is admitted to a higher grade until he has a thorough knowledge of the studies preceding, and in order to be thus promoted he must give satisfactory evidence by written or oral examination that he is capable of doing all the work gone over.

The teachers keep daily record showing the standing of each pupil in their schools, and on the last day of every month they report to the General Superintendent the average percentage made by each pupil in his studies, and other important information.

Once a month are held our teachers' meetings for the purpose of consultation, and discussion of best methods and the most recent contributions in educational theory and practice as applied to the successful working of reformatory schools; and by comparison of ideas and suggestions we seek to apply for the benefit of our inmates, and the efficient upbuilding of our schools all that is good and practical in Penological Science and the New Education.

Inmates can be excused from school only on the required evidence of physical or mental disability.

When an inmate has completed the course of study, he is subjected to a rigid written examination; if he makes a grade of 75 per cent in each subject, he is entitled to a certificate of standing. A failure to pass is taken as evidence that he has not improved his opportunities, and is not eligible for parole.

A working and grading system has been established, carefully to note the inmate's effort and progress, and to classify him according to his merit.

The discipline in the schools administered according to the rules of the Illinois State Reformatory, is necessarily strict and proving highly efficient.

The general effect of the schools in such an institution, is incalculable, and can not be measured simply by the progress of any particular inmate in the text books he may happen to use. Our schools are a perpetual testimony in behalf of education. Every department of the reformatory becomes permeated by the indirect as well as direct results of carefully ordered school pursuits, and of advanced school instruction. This educational work arouses respect in the minds of the inmates toward the institution of which they are a part. It effects the whole life of the place, and is uplifting in every respect. It dignifies the public sentiment of the surrounding community; it effects the conception which officers have of their duty and responsibility.

Many inmates have gone from us with the elements of an education, with the power to read and write, with the key of knowledge, with an earnest ambition for further acquisition, with an outlook upon the world of learning, which they did not have when they entered, and which they acquired while here. This fact is especially manifest in an increased demand for a higher grade of literature from our library, which we take as a marked sign of progress.

To enlarge the powers of the mind by discipline and study is an all-essential factor in true reform. To arouse in an inmate an appreciation of the value of knowledge, and a thirst for it, is a step toward the new life; and many here are for the first time beginning to realize it. How can we hope then that reformation will be lasting, or far-reaching in the lives of our pupils if we do not place within their reach the means of intellectual growth and improvement, so that they may hereafter make a better contest in the struggle of life?

#### LIBRARY.

Our library of 7,000 carefully selected volumes in the realms of history, biography, travel and adventure, science, literature, religion, education and fiction is a perpetual source of inspiration and profit to the inmates. Each one is allowed to draw a book every ten days, and about 1,000 volumes are being read by "the boys" at any one time.

A course of lectures on biographical and historical characters and themes, are being given to the inmates in chapel once in two weeks alternating with the Y. M. C. A. literary meeting once in two weeks.

By arrangements with the directors of the Riverview Chautauqua Assembly, of Pontiac, a special course was also given for ten days in July and August by some of the best talent in the country.

These lectures and entertainments, which were without cost to the State, were not only much enjoyed by "our boys," but also proved of great value.

Our Publications—The Pioneer, a six page, five column paper, is published every Saturday, and a copy given to each inmate and officer, and many sent to friends of the institution outside. It is ably edited by Mr. J. K. Sanders who has had large and varied experience in newspaper work, and who, in his painstaking selection of stories, ethical, educational, and social matter, by his wise and comprehensive discussion of current topics, and political questions, besides the institutional and local items of news, has succeeded in making the Pioneer a paper of unfailing interest and profit to our inmates, many of whom are writing articles for it which would do credit to college graduates.

The Sunday Messenger is our four-page religious weekly, which contains, in addition to scriptural and moral teachings and stories, our regular Sunday lesson, its exposition and illustrations, and the songs for our Sunday service.

Until recently we were much handicapped in our work for the lack of room, but with the south school building now in process of com-

pletion we shall be well equipped for our regular school work. While our work in the school room is, we deem, up to the high standard, nevertheless, after the study of some years of the subject, I am convinced that it would be greatly to our advantage if we could establish a manual training course for all the pupils of the school, to be considered as a part of school training, and not a part of merely trade instruction.

Neither would it be any sacrifice of the advancement of the inmates in their books, to give at least one-third of their school time to manual study and work; on the contrary, according to all statistics on manual training, such a division of study would be of untold benefit in developing intellectual accuracy, and power, especially in those of the dullard and mentally defective classes, and would develop in our younger boys, much ability that is now missed and permitted to lie dormant in being confined to ordinary school work, which to many of the truant and criminal, is but spiritless drudgery.

We need in our schools a physical training department. The wrongs and crimes of many inmates here, are largely "sins of the body," actuated by appetite and passion, and because of physical degeneration, and to whom little intellectual or moral stimulus can be imparted, until there is first of all some physical foundation. Moreover, physical training is well known to be the best means, and frequently the only means, of arousing intellectual attention and concentration, and developing moral control.

Respectfully,  
B. F. BOLLER,  
*Superintendent of Schools.*

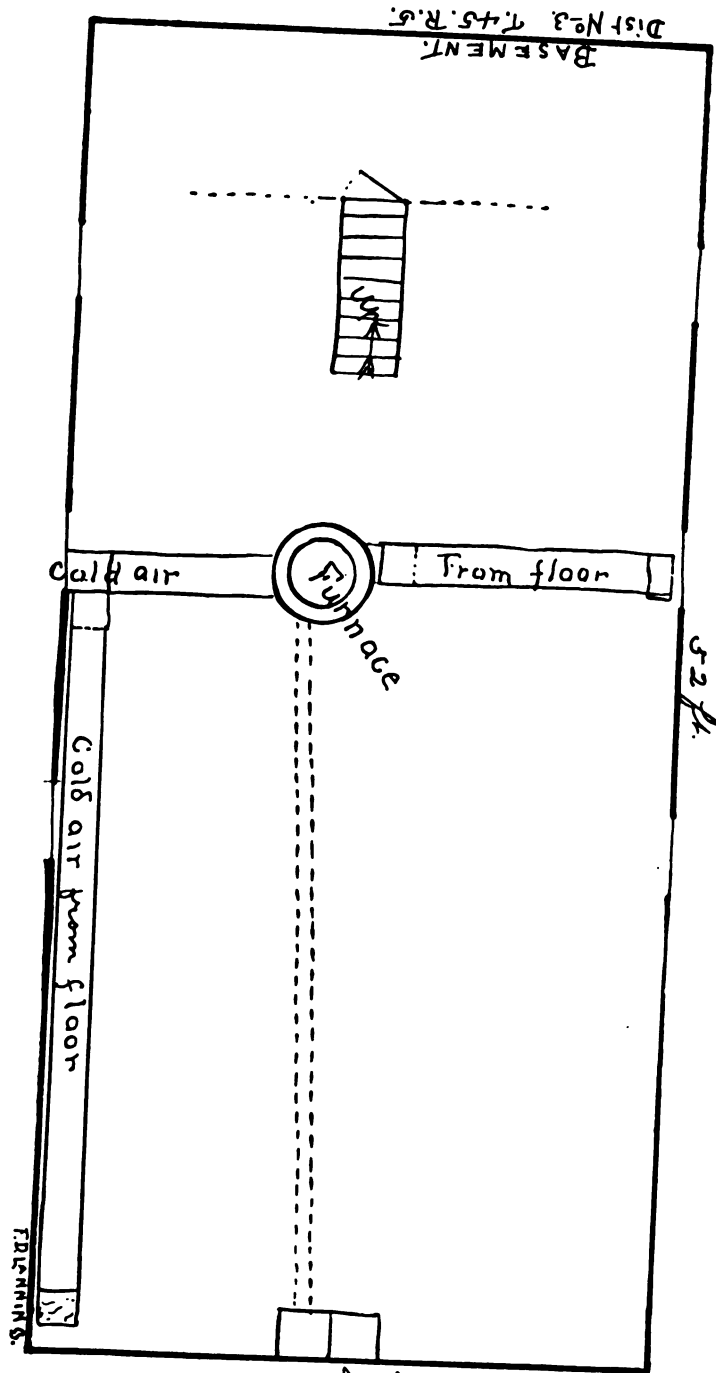


PLATE XIII. (2)



THE NEW YORK  
PUBLIC LIBRARY

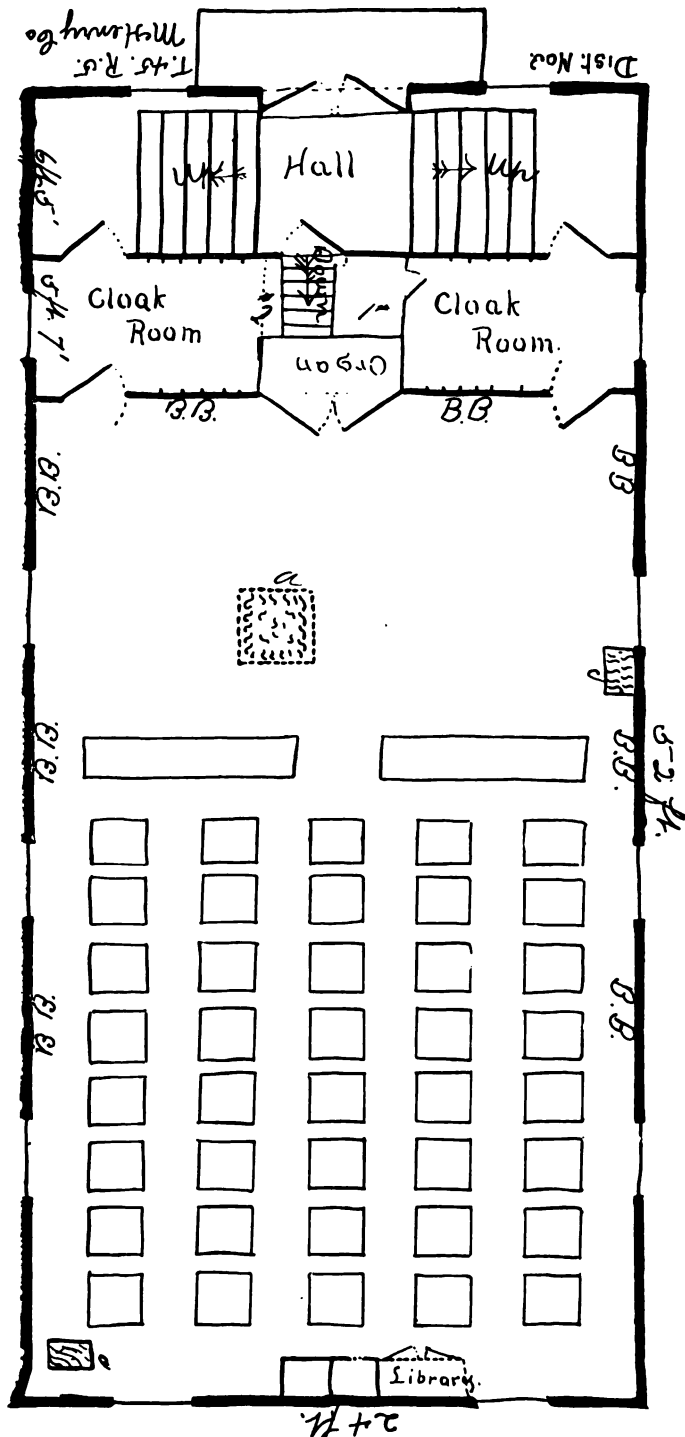


PLATE XIII. (3)

## ILLINOIS ASYLUM FOR FEEBLE-MINDED CHILDREN.

LINCOLN, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—During the past two years, the school attendance of the Illinois Asylum for Feeble-Minded Children has exceeded that of any corresponding period in the history of the institution.

I regret very much that the grade of children for which the institution was originally organized has been somewhat crowded out and we have accumulated a large number of the more helpless class of idiots. This is due to the fact that the more improvable cases, after attending school a few years, are taken to their homes, while the lower grades, intellectually, after once becoming inmates, remain in most cases as long as they live.

At the present time, we have in process of erection, new buildings that will accommodate five hundred additional children, and if the teachers of the State would take advantage of the institution and have children sent here who remain in their schools year after year without any material advancement, they would raise the average grade of their schools and this, also. I have no doubt but that many of this class of children could be materially benefited by the course of training pursued in this institution.

In addition to the regular school work, the older girls are taught sewing and house work, and the boys are given instruction in shoe-making, brush making and all kinds of farm and garden work.

Respectfully submitted,

W. L. ATTON,  
*Superintendent.*



## ILLINOIS SOLDIERS' ORPHANS' HOME.

NORMAL, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent of Public Instruction, Springfield, Illinois.*

SIR:—On assuming charge of this institution as Superintendent, on the twelfth day of January, eighteen hundred ninety-nine, I found the schools divided into nine grades and pursuing a course of study, which had been prepared previous to my taking charge. We followed that course until the end of the term. On September 4th, 1899, we opened school with nine teachers doing nine grades of work, adopting the State course of study, working in uniform with the other schools of the State. Our kindergarten is doing good work in preparing the small children for the primary department.

We have a manual training school consisting of iron and wood departments. We give eighty lessons per day, forty in the iron work and forty in wood work to the larger boys.

During last winter we established a school of domestic science. In this school forty-eight girls are given instruction in the art of cooking and sewing.

The average attendance in school for two years has been as follows:

For the year ending June 30, 1899.....	328
For the year ending June 30, 1900.....	324

Respectfully submitted,

R. N. McCauly,  
Supt. I. S. O. H.

## STATE HOME FOR JUVENILE FEMALE OFFENDERS.

GENEVA, ILLINOIS.

*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—We have received during the biennial period ending June 30, 1900, 128 girls. Total number of girls under instruction, 275.

It has been the purpose of this school to give every girl, as far as she is capable of acquiring it, a good English education, and while the progress of many is slow, very satisfactory results have been obtained. Eighteen girls have completed the eight grade work, three of whom are attending high school in neighboring cities working for their board when not in school. They are doing excellent work in school and home. Two teachers are regularly employed. One has had many years' practical experience in the school room, the other, a former member of our school, who has done excellent work, resigned in October to be married. Her place has been filled by another member of our school, who has finished the course here.

We have endeavored, as near as possible, to carry out the methods employed in our public school. Careful instruction is given in the English branches five days in each week the year round, and while all our girls attend only one session a day they advance as rapidly in their studies as they would if compelled to attend the whole day. Those belonging to the primary and intermediate grades attend the morning session and those of the grammar grades the afternoon session.

During the two years school has been closed for the observance of Thanksgiving, Christmas, New Year's, Washington's Birthday, Memorial day, Arbor Day and the Fourth of July, each day being observed in an appropriate manner.

In addition to the regular school work the teachers have prepared the pupils for literaries, which have proved instructive and entertaining.

Extended and careful instruction has been given in letter writing and dictation exercises.

The girls are trained in all branches of ordinary housework, under the constant supervision of capable teachers. Each department re-

ceives instruction in sewing, mending, darning, crocheting and knitting. The course of study given below has been closely adhered to so far as has been possible.

B. Primary.—Chart and primer work, first reader, spelling, numbers, language, writing.

A. Primary.—Second and third reader, spelling, writing, language, numbers.

Intermediate Grades.—Fourth reader, supplementary reading from United States History and Seven Little Sisters, arithmetic, writing, spelling, geography, language.

Fifth and Sixth Grades.—United States History, reading, geography, grammar, elementary physiology, spelling, writing.

Seventh and Eighth Grades.—Arithmetic complete, grammar, advanced physiology, history, rhetoric, civil government.

One-third of the number of girls who have been admitted during the last biennial period could not read nor write.

We have been made glad by an addition to our library fund. Our books are carefully selected and eagerly read. A new piano has been added to the school room which helps greatly to create an atmosphere of peace and harmony. We are obliged to use one school room for two school divisions. This necessitates two teachers conducting recitations at the same time. The room is located at the rear of main building, within twenty feet of the engine house; the exhaust pipe of engine and pump is directly opposite and in close proximity to the school room windows. This fact and the rapid growth of our school within the past two years, the numerous applications for admission and our over-crowded condition, prove the necessity of a generous appropriation to the school, of sufficient funds for a school building and necessary apparatus to successfully carry on the work of physical and moral elevation of these dependent girls who are so enthusiastic in their search of better things. "We train the body to set the soul free."

Respectfully submitted,

OPHELIA L. AMIGH,  
*Superintendent.*

## THE CHICAGO MANUAL TRAINING SCHOOL OF THE UNIVERSITY OF CHICAGO.

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*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—I have the honor to transmit the biennial report of this school for the years 1898-9, 1899-1900.

The original purpose of the school, to furnish secondary instruction combined with training in drawing and shopwork, has been preserved.

The school offers three courses of instruction: two of three years each, one of four years. The four years' course may include Latin and Greek, or Latin and a modern language, and prepares for classical or scientific courses in any college or university. The three years' courses fit either for business or for technological schools, and may include Latin and a modern language, or be purely English. Graduates are admitted to many colleges and universities on the recommendation of the director, without examination.

The following is a brief summary of the three courses:

### I. THE BUSINESS COURSE—THREE YEARS.

Elementary algebra, plane and solid geometry, physiology, physics, chemistry, physiography, English literature and composition, rhetoric, general history, civil government, political economy, book-keeping, drawing and shopwork. Latin is optional.

### II. THE TECHNOLOGICAL COURSE—THREE YEARS.

So called because it prepares for Technological schools.

Elementary and higher algebra, plane and solid geometry, plane and spherical trigonometry, physiology, physics, chemistry, English literature and composition, Latin, or French, or both; drawing and shopwork.

### III. THE COLLEGE PREPARATORY COURSE—FOUR YEARS.

This course includes the usual Latin and Greek, or Latin and modern language or languages, mathematics, history, literature, and science, demanded for admission to college, shopwork and drawing for three years. This course may begin with either the eighth grammar grade, or the first year of high school.

The school maintains a small eighth grade class, as the first year of the college preparatory course, and as a preparatory to its own regular three year courses.

**The Drawing Includes.**—Freehand construction and perspective, groups of models, pastel and water color; mechanical drawing in geometrical construction, parallel and angular perspective; orthographic and isometric projection, including intersection and development of solids, shades and shadows; and either (a) machine design, or, (b) architectural drawing.

**The Shopwork Includes.**—Joinery, wood-turning, cabinet-making, pattern-making, care of tools; molding and casting; forging, welding, tempering, making of smiths' and lathe tools; chipping, filing, drilling, planing, scraping, study and construction of machinery, management and care of steam engine and boilers.

The drawing and shopwork extend over three years, and belong to all courses. The drawing and shopwork are accepted in Technological Schools in lieu of similar work demanded in those schools.

The school makes all of its smith and lathe tools, such as tongs, fullers, flatters, center-punches, cold-chisels, diamond-point and other lathe tools, etc. During the school year 1899-1900, the pupils have finished a 28-inch drill press, and a sensitive drill, in addition to the usual supply of small tools. Several other large machines are in process of construction, including a steam hammer. For all such work the drawings, blue prints and patterns are made by the pupils.

The equipment of the mechanical department of the school is mainly as follows:

**Wood Rooms.**—48 carpenters' benches; 6 cabinetmakers' benches; 28 speed lathes; 1 patternmakers' lathe, 42-inch swing, 8-foot bed; 2 circular saws; 1 band-saw; 1 planer; 2 jig saws; 2 grindstones; bench, lathe, and general tools.

**Foundry.**—2 brass furnaces; crucibles, troughs, flasks, trowels, rammers, sieves, and other apparatus.

**Forge Rooms.**—30 forges; 30 anvils; 1 drill press; 1 emery wheel; 1 shears; 3 vices; tongs, hammers, fullers, flatters, swages, etc.

**Machine Shop.**—17 engine lathes, from 14-inch swing, 6-foot bed to 20-inch swing, 8-foot bed; 2 speed lathes; 1 planer, 6-foot bed; 1 shaper; 2 drill presses; 1 drill press; 1 universal milling machine; 1 cutter grinder; 1 up-right 8-horse power steam engine, for tests; 1 grindstone; 1 emery grinder; 24 benches; 24 vices; lathe and vice tools, such as chucks, boring-bars, taps, dies, hammers, chisels, files, etc.; also 1 forge, 1 anvil.

Power is supplied by a Corliss Engine of 52-horse power and by two steel boilers.

The physical and chemical laboratories are equipped for pupils' work.

The drawing rooms are provided with numerous models and casts.

The reference library and the library of the Blatchford Literary Society contain about one thousand volumes.

The school has graduated 741 boys. Over 150 college degrees have been received by its alumni, conferred by the Massachusetts Institute of Technology, Cornell, Harvard, Yale, Princeton, Purdue, the Universities of Michigan, Wisconsin, Illinois, etc.

An incomplete enumeration of occupations of graduates shows:

Mechanical, Electrical and Civil Engineers.....	79
Foremen, Electricians, Designers, Chemists, etc.....	61
Teachers.....	17
Lawyers.....	21
Physicians.....	4
Architects.....	18

The testimony of university officials continues to the good preparation and high rank of the graduates. The testimony of business men continues to their superior efficiency. One gentleman who has graduates of the school in his employ for fourteen years, lately vol-

unteered the following written statement: "Your graduates are a selected body of men. This may be said of them as truly as it may be said of the graduates of West Point."

The trustees and teachers for the school year 1899-1900 are as follows:

#### BOARD OF TRUSTEES.

George C. Walker, *President*; Alonzo K. Parker, *Vice-President*; William R. Harper, Martin A. Ryerson, Frederick A. Smith, Thomas W. Goodspeed, *Secretary*; Charles L. Hutchinson, *Treasurer*; Andrew McLeish, Daniel L. Shorey, Henry A. Rust, *Comptroller*.

#### TEACHERS.

William Rainey Harper, Ph.D., D.D., LL.D., President of the University, professor and head of the Semitic Languages and Literatures, and director of Haskell Oriental Museum; A.B., Muskingum College, 1870; Ph.D., Yale University, 1875; principal of Masonic College, Macon, Tenn., 1875-6; tutor in preparatory department, Denison University, 1876-9; principal of same, 1879-80; professor of Hebrew and the cognate languages, Baptist Union Theological Seminary, 1879-86; principal of Chautauqua College of Liberal Arts, 1885-91; principal of the Chautauqua System, 1891-; professor of the Semitic languages, Yale University, 1886-91; Woolsey professor of biblical literature, *ibid.*, 1889-91; D.D., Colby University, 1891; LL.D., University of Nebraska, 1893.

Henry H. Belfield, A.M., Ph.D., director, and instructor in Political Economy, Civil Government and English Literature; A.B., Iowa College, 1858, A.M., *ibid.*, 1868; Ph.D., 1878; tutor in Latin and Greek, Iowa College, 1858; tutor in Latin, Griswold College, 1860-1; principal or superintendent of public schools, Dubuque (Iowa), 1859-60, 1861-3, 1865-6; principal of grammar school, Chicago, 1866-76; principal of North Division high school, Chicago, 1876-83; director of the Chicago Manual Training School, 1883-.

William R. Wickes, A.M., instructor in Algebra and English; A.B., Oberlin College, 1873; A.M., *ibid.*, 1878; principal of high school, Red Wing (Minn.), 1876-7; superintendent of public schools, Milan (O.), 1877-9; principal of high school, Norwalk (O.), 1879-82; superintendent of public schools, Granville (O.), 1882-4; instructor in Algebra and English, Chicago Manual Training School, 1884-.

Clark Lincoln Herron, M.S., instructor in Mathematics; Ph.B., Hillsdale College, 1885; M.S., *ibid.*, 1894; tutor in Mathematics, Hillsdale College, 1882-5; instructor in Mathematics, Minneapolis Academy, 1888-93; principal Minneapolis Academy, 1893-5; instructor in Mathematics, Chicago Manual Training School, 1895-.

Arthur F. Barnard, A.B., instructor in Latin and History; A.B., Beloit College, 1883; assistant librarian, Beloit College, 1893-4; teacher of Latin and History, Sparta (Wis.), high school, 1894-6; instructor in Latin and History, Chicago Manual Training School, 1896-.

William Webster Root, B.S., instructor in Chemistry and Physiology; B.S., Cornell University, 1890; instructor in Natural Science, Peddie Institute, 1890-2; graduate student in Chemistry and Physics, Cornell University, 1893-5; instructor in Physics and French, Chicago Manual Training School, 1895-; instructor in Chemistry, 1897-.

Newland F. Smith, Ph. B., Instructor in Physics; Ph. B., Northwestern University, 1892; Instructor in Mathematics, Keokuk (Iowa) High School, 1892-4; Graduate student in Physics and Mathematics, the University of Chicago, 1894-6; Instructor in Mathematics, Chicago Manual Training School, 1896-; Instructor in Physics, 1897-.

B. Malcolm Lawrence, A. M., Instructor in Latin. A. B., Colby University, 1882; A. M., *ibid.*, 1886; Instructor in Latin and Science, Pillsbury Academy, Owatonna, Minn., 1883-7; Principal of High School, Farmington, Minn., 1887-92; Principal of Dakota College, Lisbon, N. D., 1892-3; Superintendent of Public Schools, Lisbon, N. D., 1893-7; Graduate student in Latin, the University of Chicago, 1897-8; Instructor in Latin, Chicago Manual Training School, 1899—.

Earl B. Ferson, A. M., Mass., Instructor in Drawing. Art Master, Massachusetts State Normal Art School, 1883; Instructor in Drawing in Boston and Brockton, Mass., Public Schools 1881-3; Instructor in Drawing, Chicago Manual Training School, 1884—.

Frederick Newton Williams, Instructor in Drawing. Student in School of Drawing and Painting, Boston Museum of Fine Arts, 1880; Pupil of Dalin and of Graves, 1881; Graduate of School of Design, Massachusetts Institute of Technology, 1882; Designer with Robert L. Hobbs & Co., Brooklyn, N. Y., 1883; Designer with Corse & Smith, Boston, Mass., 1884; Art Instructor, Holderness School, 1885-7; Art Instructor, New Hampshire State Normal School, 1887; Student in Massachusetts State Normal Art School, 1888; Instructor in Drawing, Chicago Manual Training School, 1889—.

Edgar Hanford Sheldon, Instructor in Woodwork. Graduate of Chicago Manual Training School, 1891; Instructor in Woodwork, Louisville Manual Training High School, 1892-4; Instructor in Machine Toolwork, *ibid.*, 1894-6; Instructor in Woodwork, Chicago Manual Training School, 1896—.

William O. Hansen, Instructor in Foundry and Forgework. Graduate of Beloit, (Wis.); High School; nine years' work in iron and steel; three years superintendent of manufactory; Instructor in Foundry and Forgework, Chicago Manual Training School, 1899—.

Wilbert S. Drew, B. S. (Mech. Eng.), Instructor in Machine Shopwork. Eight years Machinist; B. S. (Mech. Eng.), University of Michigan, 1897; Instructor in Machine Shop, Chicago Manual Training School, 1899—.

Miss Laura M. Orvis, Instructor in French, and Secretary.

The attendance of the school for the year 1899-1900, was as follows:

Senior Class .....	51
Middle Class .....	53
Junior Class .....	118
Eighth Grade .....	31
Special pupils .....	26
Total .....	279

Very respectfully,

HENRY H. BELFIELD,

Director.

## SPECIAL REPORTS OF COUNTY SUPERINTENDENTS OF SCHOOLS.

These reports were furnished in response to my "Circular 21," which was as follows:

August 10, 1900.

*To the County Superintendents of Illinois:*

In accordance with the second clause of Section 5, Article 1 of the School Law, I have the honor to request you to furnish, not later than September 10, 1900, a special report to be included in the Twenty-third Biennial Report of this Department. Please let the report include answers to the following questions, and such other matter relating to the schools in your county as you may believe to be of special interest.

1. Has your county a permanent county teachers' association? If so, how often does it hold regular meetings?
2. What proportion of your teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent?
3. To what extent are your teachers encouraging the Pupils' Reading Circle work, or its equivalent?
4. What success has attended your efforts to assemble the school officers of your county for conference?
5. How many school houses in your county are unsanitary, or otherwise unsuited to their purpose?
6. How many school grounds without trees? Do you encourage Arbor Day? If not, why not?
7. What, if anything, are your teachers doing in the way of school room decoration? How many well furnished, tastefully decorated, and perfectly comfortable school rooms are there in your county?
8. How many districts in your county find it difficult, or impossible, to maintain school six months as required by law, with the limit of taxation at 2½ per cent?
9. How many of your schools are still without libraries?
10. How many schools in your county enrolled fewer than ten pupils last year? How many fewer than five? (Do not overlook this question. If you cannot answer it exactly, give the closest approximation you can, taking care to keep within the truth.)
11. Do you believe that the work of the county institutes could be materially improved by a conference of institute instructors?
12. If so, do you favor such a conference next year, say the fourth week in June? Do you favor it enough to hold that week open for that purpose?



ceives instruction in sewing, mending, darning, crocheting and knitting. The course of study given below has been closely adhered to so far as has been possible.

B. Primary.—Chart and primer work, first reader, spelling, numbers, language, writing.

A. Primary.—Second and third reader, spelling, writing, language, numbers.

Intermediate Grades.—Fourth reader, supplementary reading from United States History and Seven Little Sisters, arithmetic, writing, spelling, geography, language.

Fifth and Sixth Grades.—United States History, reading, geography, grammar, elementary physiology, spelling, writing.

Seventh and Eighth Grades.—Arithmetic complete, grammar, advanced physiology, history, rhetoric, civil government.

One-third of the number of girls who have been admitted during the last biennial period could not read nor write.

We have been made glad by an addition to our library fund. Our books are carefully selected and eagerly read. A new piano has been added to the school room which helps greatly to create an atmosphere of peace and harmony. We are obliged to use one school room for two school divisions. This necessitates two teachers conducting recitations at the same time. The room is located at the rear of main building, within twenty feet of the engine house; the exhaust pipe of engine and pump is directly opposite and in close proximity to the school room windows. This fact and the rapid growth of our school within the past two years, the numerous applications for admission and our over-crowded condition, prove the necessity of a generous appropriation to the school, of sufficient funds for a school building and necessary apparatus to successfully carry on the work of physical and moral elevation of these dependent girls who are so enthusiastic in their search of better things. "We train the body to set the soul free."

Respectfully submitted,

OPHELIA L. AMIGH,  
*Superintendent.*

## THE CHICAGO MANUAL TRAINING SCHOOL OF THE UNIVERSITY OF CHICAGO.

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*Hon. Alfred Bayliss, Superintendent of Public Instruction.*

DEAR SIR:—I have the honor to transmit the biennial report of this school for the years 1898-9, 1899-1900.

The original purpose of the school, to furnish secondary instruction combined with training in drawing and shopwork, has been preserved.

The school offers three courses of instruction: two of three years each, one of four years. The four years' course may include Latin and Greek, or Latin and a modern language, and prepares for classical or scientific courses in any college or university. The three years' courses fit either for business or for technological schools, and may include Latin and a modern language, or be purely English. Graduates are admitted to many colleges and universities on the recommendation of the director, without examination.

The following is a brief summary of the three courses:

### I. THE BUSINESS COURSE—THREE YEARS.

Elementary algebra, plane and solid geometry, physiology, physics, chemistry, physiography, English literature and composition, rhetoric, general history, civil government, political economy, book-keeping, drawing and shopwork. Latin is optional.

### II. THE TECHNOLOGICAL COURSE—THREE YEARS.

So called because it prepares for Technological schools.

Elementary and higher algebra, plane and solid geometry, plane and spherical trigonometry, physiology, physics, chemistry, English literature and composition, Latin, or French, or both; drawing and shopwork.

### III. THE COLLEGE PREPARATORY COURSE—FOUR YEARS.

This course includes the usual Latin and Greek, or Latin and modern language or languages, mathematics, history, literature, and science, demanded for admission to college, shopwork and drawing for three years. This course may begin with either the eighth grammar grade, or the first year of high school.

The school maintains a small eighth grade class, as the first year of the college preparatory course, and as a preparatory to its own regular three year courses.

**The Drawing Includes.**—Freehand construction and perspective, groups of models, pastel and water color; mechanical drawing in geometrical construction, parallel and angular perspective; orthographic and isometric projection, including intersection and development of solids, shades and shadows; and either (a) machine design, or, (b) architectural drawing.

**The Shopwork Includes.**—Joinery, wood-turning, cabinet-making, pattern-making, care of tools; molding and casting; forging, welding, tempering, making of smiths' and lathe tools; chipping, filing, drilling, planing, scraping, study and construction of machinery, management and care of steam engine and boilers.

The drawing and shopwork extend over three years, and belong to all courses. The drawing and shopwork are accepted in Technological Schools in lieu of similar work demanded in those schools.

The school makes all of its smith and lathe tools, such as tongs, fullers, flatters, center-punches, cold-chisels, diamond-point and other lathe tools, etc. During the school year 1899-1900, the pupils have finished a 28-inch drill press, and a sensitive drill, in addition to the usual supply of small tools. Several other large machines are in process of construction, including a steam hammer. For all such work the drawings, blue prints and patterns are made by the pupils.

The equipment of the mechanical department of the school is mainly as follows:

**Wood Rooms.**—48 carpenters' benches; 6 cabinetmakers' benches; 28 speed lathes; 1 patternmakers' lathe, 42-inch swing, 8-foot bed; 2 circular saws; 1 band-saw; 1 planer; 2 jig saws; 2 grindstones; bench, lathe, and general tools.

**Foundry.**—2 brass furnaces; crucibles, troughs, flasks, trowels, rammers sieves, and other apparatus.

**Forge Rooms.**—30 forges; 30 anvils; 1 drill press; 1 emery wheel; 1 shears; 3 vices; tongs, hammers, fullers, flatters, swages, etc.

**Machine Shop.**—17 engine lathes, from 14-inch swing, 6-foot bed to 20-inch swing, 8-foot bed; 2 speed lathes; 1 planer, 6-foot bed; 1 shaper; 2 drill presses; 1 drill press; 1 universal milling machine; 1 cutter grinder; 1 upright 8-horse power steam engine, for tests; 1 grindstone; 1 emery grinder; 24 benches; 24 vices; lathe and vice tools, such as chucks, boring-bars, taps, dies, hammers, chisels, files, etc.; also 1 forge, 1 anvil.

Power is supplied by a Corliss Engine of 52-horse power and by two steel boilers.

The physical and chemical laboratories are equipped for pupils' work.

The drawing rooms are provided with numerous models and casts.

The reference library and the library of the Blatchford Literary Society contain about one thousand volumes.

The school has graduated 741 boys. Over 150 college degrees have been received by its alumni, conferred by the Massachusetts Institute of Technology, Cornell, Harvard, Yale, Princeton, Purdue, the Universities of Michigan, Wisconsin, Illinois, etc.

An incomplete enumeration of occupations of graduates shows:

Mechanical, Electrical and Civil Engineers.....	79
Foremen, Electricians, Designers, Chemists, etc.....	61
Teachers.....	17
Lawyers.....	21
Physicians.....	4
Architects.....	13

The testimony of university officials continues to the good preparation and high rank of the graduates. The testimony of business men continues to their superior efficiency. One gentleman who has graduates of the school in his employ for fourteen years, lately vol-

unteered the following written statement: "Your graduates are a selected body of men. This may be said of them as truly as it may be said of the graduates of West Point."

The trustees and teachers for the school year 1899-1900 are as follows:

#### BOARD OF TRUSTEES.

George C. Walker, *President*; Alonzo K. Parker, *Vice-President*; William R. Harper, Martin A. Ryerson, Frederick A. Smith, Thomas W. Goodspeed, *Secretary*; Charles L. Hutchinson, *Treasurer*; Andrew McLeish, Daniel L. Shorey, Henry A. Rust, *Comptroller*.

#### TEACHERS.

William Rainey Harper, Ph.D., D.D., LL.D., President of the University, professor and head of the Semitic Languages and Literatures, and director of Haskell Oriental Museum; A.B., Muskingum College, 1870; Ph.D., Yale University, 1875; principal of Masonic College, Macon, Tenn., 1875-6; tutor in preparatory department, Denison University, 1876-9; principal of same, 1879-80; professor of Hebrew and the cognate languages, Baptist Union Theological Seminary, 1879-86; principal of Chautauqua College of Liberal Arts, 1885-91; principal of the Chautauqua System, 1891-; professor of the Semitic languages, Yale University, 1886-91; Woolsey professor of biblical literature, *ibid.*, 1889-91; D.D., Colby University, 1891; LL.D., University of Nebraska, 1893.

Henry H. Belfield, A.M., Ph.D., director, and instructor in Political Economy, Civil Government and English Literature; A.B., Iowa College, 1858, A.M., *ibid.*, 1868; Ph.D., 1878; tutor in Latin and Greek, Iowa College, 1858; tutor in Latin, Griswold College, 1860-1; principal or superintendent of public schools, Dubuque (Iowa), 1859-60, 1861-3, 1865-6; principal of grammar school, Chicago, 1866-76; principal of North Division high school, Chicago, 1876-83; director of the Chicago Manual Training School, 1883-.

William R. Wickes, A.M., instructor in Algebra and English; A.B., Oberlin College, 1873; A.M., *ibid.*, 1878; principal of high school, Red Wing (Minn.), 1876-7; superintendent of public schools, Milan (O.), 1877-9; principal of high school, Norwalk (O.), 1879-82; superintendent of public schools, Granville (O.), 1882-4; instructor in Algebra and English, Chicago Manual Training School, 1884-.

Clark Lincoln Herron, M.S., instructor in Mathematics; Ph.B., Hilledale College, 1885; M.S., *ibid.*, 1894; tutor in Mathematics, Hillsdale College, 1882-5; instructor in Mathematics, Minneapolis Academy, 1888-93; principal Minneapolis Academy, 1893-5; instructor in Mathematics, Chicago Manual Training School, 1895-.

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William Webster Root, B.S., instructor in Chemistry and Physiology; B.S., Cornell University, 1890; instructor in Natural Science, Peddie Institute, 1890-2; graduate student in Chemistry and Physics, Cornell University, 1893-5; instructor in Physics and French, Chicago Manual Training School, 1895-; instructor in Chemistry, 1897-.

Newland F. Smith, Ph. B., Instructor in Physics; Ph. B., Northwestern University, 1892; Instructor in Mathematics, Keokuk (Iowa) High School, 1892-4; Graduate student in Physics and Mathematics, the University of Chicago, 1894-6; Instructor in Mathematics, Chicago Manual Training School, 1896-; Instructor in Physics, 1897-.

B. Malcolm Lawrence, A. M., Instructor in Latin. A. B., Colby University, 1882; A. M., *ibid.*, 1886; Instructor in Latin and Science, Pillsbury Academy, Owatonna, Minn., 1883-7; Principal of High School, Farmington, Minn., 1887-92; Principal of Dakota College, Lisbon, N. D., 1892-3; Superintendent of Public Schools, Lisbon, N. D., 1893-7; Graduate student in Latin, the University of Chicago, 1897-8; Instructor in Latin, Chicago Manual Training School, 1899—.

Earl B. Ferson, A. M., Mass., Instructor in Drawing. Art Master, Massachusetts State Normal Art School, 1883; Instructor in Drawing in Boston and Brockton, Mass., Public Schools 1881-3; Instructor in Drawing, Chicago Manual Training School, 1884—.

Frederick Newton Williams, Instructor in Drawing. Student in School of Drawing and Painting, Boston Museum of Fine Arts, 1880; Pupil of Dalin and of Graves, 1881; Graduate of School of Design, Massachusetts Institute of Technology, 1882; Designer with Robert L. Hobbs & Co., Brooklyn, N. Y., 1883; Designer with Corse & Smith, Boston, Mass., 1884; Art Instructor, Holderness School, 1885-7; Art Instructor, New Hampshire State Normal School, 1887; Student in Massachusetts State Normal Art School, 1888; Instructor in Drawing, Chicago Manual Training School, 1889—.

Edgar Hanford Sheldon, Instructor in Woodwork. Graduate of Chicago Manual Training School, 1891; Instructor in Woodwork, Louisville Manual Training High School, 1892-4; Instructor in Machine Toolwork, *ibid.*, 1894-6; Instructor in Woodwork, Chicago Manual Training School, 1896—.

William O. Hansen, Instructor in Foundry and Forgework. Graduate of Beloit, (Wis.); High School; nine years' work in iron and steel; three years superintendent of manufactory; Instructor in Foundry and Forgework, Chicago Manual Training School, 1899—.

Wilbert S. Drew, B. S. (Mech. Eng.), Instructor in Machine Shopwork. Eight years Machinist; B. S. (Mech. Eng.), University of Michigan, 1897; Instructor in Machine Shop, Chicago Manual Training School, 1899—.

Miss Laura M. Orvis, Instructor in French, and Secretary.

The attendance of the school for the year 1899-1900, was as follows:

Senior Class .....	51
Middle Class .....	53
Junior Class .....	118
Eighth Grade .....	31
Special pupils .....	26
Total .....	279

Very respectfully,

HENRY H. BELFIELD,

Director.

## SPECIAL REPORTS OF COUNTY SUPERINTENDENTS OF SCHOOLS.

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These reports were furnished in response to my "Circular 21," which was as follows:

August 10, 1900.

*To the County Superintendents of Illinois:*

In accordance with the second clause of Section 5, Article 1 of the School Law, I have the honor to request you to furnish, not later than September 10, 1900, a special report to be included in the Twenty-third Biennial Report of this Department. Please let the report include answers to the following questions, and such other matter relating to the schools in your county as you may believe to be of special interest.

1. Has your county a permanent county teachers' association? If so, how often does it hold regular meetings?
2. What proportion of your teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent?
3. To what extent are your teachers encouraging the Pupils' Reading Circle work, or its equivalent?
4. What success has attended your efforts to assemble the school officers of your county for conference?
5. How many school houses in your county are unsanitary, or otherwise unsuited to their purpose?
6. How many school grounds without trees? Do you encourage Arbor Day? If not, why not?
7. What, if anything, are your teachers doing in the way of school room decoration? How many well furnished, tastefully decorated, and perfectly comfortable school rooms are there in your county?
8. How many districts in your county find it difficult, or impossible, to maintain school six months as required by law, with the limit of taxation at 2½ per cent?
9. How many of your schools are still without libraries?
10. How many schools in your county enrolled fewer than ten pupils last year? How many fewer than five? (Do not overlook this question. If you cannot answer it exactly, give the closest approximation you can, taking care to keep within the truth.)
11. Do you believe that the work of the county institutes could be materially improved by a conference of institute instructors?
12. If so, do you favor such a conference next year, say the fourth week in June? Do you favor it enough to hold that week open for that purpose?

## ADAMS.—A. R. SMITH.

I will try and answer questions of circular, but I am afraid much of it will be poorly guessed at.

1. We have a permanent tri-county association that meets once a year.
2. About 75 per cent last year.
3. Not doing much with it.
4. I have not tried to assemble them, but former superintendents were not very successful in getting a good meeting.
5. Most all school houses are fairly well ventilated. We need about twenty new buildings.
6. I judge that twenty-five buildings have no trees planted around them. I have not been encouraging the planting of trees on Arbor Day. I have no reason to give, only so many things to do and new in office. I hope to be able to have trees planted in every school yard.
7. We have many comfortable school rooms, but little attention is given to decorations.
8. By hiring cheap teachers we are able to have six months school in all of our districts, but many of our districts would have eight months and pay better wages if the rate were higher so they could have more money.
9. One hundred and fifty at least are without libraries. Nothing of any importance has been done in former years toward getting libraries. I started the work last year, but the result was poor, but I think that if we have time enough, or live long enough, we will be able to stir the people up so that they will take hold and succeed in putting a library in every school.
10. Six with fewer than ten scholars. Two with fewer than five scholars.
11. Yes, I do.
12. Yes, I will.

## ALEXANDER.—MRS. P. A. TAYLOR.

I herewith beg to submit the following in response to Circular 21:

1. This county has a permanent County Teachers' Association. Meetings are held monthly throughout the school year.
  2. Seventy-five per cent of the teachers are doing work equivalent to State Teachers' Reading Circle.
  3. We make a point to add the Pupils' Reading Circle books to our libraries, as they are established, and hope to have them in a greater number of our schools this year.
  4. Very poor, they take to the woods, figuratively speaking, whenever the subject is broached. It is a problem I should like to have assistance in solving.
  5. All outside of Cairo would probably be considered unsanitary as to ventilation and heating, otherwise comfortable as country schoolhouses usually are.
  6. All school grounds in Cairo have trees and three-fourths of the usual school grounds are adorned with native trees, and am in hopes some tree planting will be done this year where needed.
- Arbor Day, appointed by the Governor, is too late for tree planting in this section of the State.
7. We have a special decoration day when parents are invited to help beautify the school rooms, and generally the teachers are doing what they can to make the school an attractive place.
  8. Every district in this county maintained a six-months school last year, *as required by law*, with the limit of taxation 2½ per cent.

9. There are twenty-nine schools without libraries, but shall work to have that number materially reduced this year.
10. Not a school in this county enrolls fewer than ten pupils.
11. The work of the county institutes might be very much improved by a conference of institute instructors.
12. I will hold the fourth week in June next year for that purpose.

BOND—W. T. HARLAN.

Below you will find answers to questions on enclosed circular which was received from you after I had sent in my annual report. The answers are numbered according to the questions on circular.

1. Our county has a permanent Teachers' Association and holds meetings quarterly.
2. About seventy-five per cent of the teachers do the Reading Circle work or its equivalent.
3. Fifty-eight districts have libraries but none of the pupils do the Reading Circle work.
4. I have made no effort to have the school officers assemble, but see most every one of them several times during the year.
5. None are unsanitary, although some three or four are not in as good shape as might be.
6. Probably eight or ten are without trees of any size, but most every school yard has trees which are small. I encourage Arbor Day.
7. All school rooms are decorated more or less, and about seventy-five per cent of the rooms are nicely decorated by teachers and pupils.
8. None of the districts find it difficult to maintain school six months, but some are unable to hold school eight months.
9. About 18 or 19 of the districts are yet without libraries.
10. One school enrolled fewer than ten pupils last year. None enrolled fewer than five.
11. I do.
12. I do favor it enough to hold the fourth week in June open for this meeting.

BOONE—L. R. FITZER.

In response to your circular, I submit the following special report:

Nearly half of the teachers of Boone county do all or a part of the State Teachers' Reading Circle work or its equivalent. The Pupils' Reading Circle work has never been very extensively pushed in this county in a systematic manner, though a large number of children do a part of the prescribed reading each year.

There are very few of our country school houses that have any special provision for ventilation. Otherwise, they are all, with perhaps three or four exceptions, comfortable and reasonably well suited to their purpose. There are eight or ten that are not very desirable, but have recently been repaired so as to be comfortable. The school buildings in the towns and villages are all in good condition, five new ones having been built during the past four years. In many respects these are model buildings. As near as I can recall, I think there are eight or ten school grounds with no trees at all and about eighteen or twenty more with a few small trees recently planted, but not large enough to afford any shade. I have encouraged Arbor Day observance. For the past few years, our teachers have been quite active in school room decoration. A large number of pictures have been procured, and the best ones have been framed, and many others, such as the Perry pictures, have been mounted on card board and hung up. As near as I can estimate, I think there are *about half* of our school rooms that may be considered as well *furnished, tastily decorated and perfectly comfortable.*



I do not know of any districts in this county that find it difficult to maintain school six months with the present limit of taxation.

I believe there are twenty-nine schools still without libraries.

There were six schools in this county that enrolled fewer than ten pupils each during the past year, but I believe there were none with less than five.

BROWN—JAMES O. BRIGGS.

In answer to your circular No. 21, I respectfully submit the following:

1. No.
2. None, as far as I have known, are taking the State Teacher's Reading Circle Work. About one-third of them are taking its equivalent.
3. Some are doing that, but I am not prepared to state how many.
4. Nothing of the kind has been attempted.
5. Most of the school houses in our county are in good condition. There may be as many as five that are unsanitary or unsuited to their purpose.
6. Most of the school grounds have trees. I encourage Arbor Day.
7. Quite a number of my teachers take pride in decorating the school room while others do not seem to give it a thought. "Well furnished, tastefully decorated and perfectly comfortable school rooms" are hard to find in this county.
8. None.
9. About seventy-five per cent of my school houses are without libraries. Many teachers are going to put libraries in their schools this year. I deem this a very important matter, and will urge my teachers to see that libraries are placed in the school houses.
10. The lowest enrollment of any school in this county does not fall below twelve.
11. Yes.
12. Yes.

BUREAU—CLAUDE BROWN.

During the past year, there has been a marked increase in teachers' salaries in Bureau county.

With the limit of taxation at two and one-half per cent, every school in Bureau county can be maintained six months.

Much is being done in the way of improving the school houses.

The observance of Arbor Day is encouraged, and I am glad to report that there are very few treeless school grounds. The teachers are interested in school room decoration. The majority of our school rooms are well furnished, tastefully decorated, and comfortable.

Bureau county has no permanent county teachers' association.

I think that I am safe in saying that seventy-five per cent of our teachers are doing the State Teachers' Reading Circle work, or its equivalent. The Pupils' Reading Circle work is being encouraged everywhere, and with gratifying results.

More than fifty per cent of our schools have libraries.

Not to exceed ten schools enrolled fewer than ten pupils last year.

Our summer institute is an important factor in our educational system, and is inspiring and beneficial to our teachers.

I believe the work of the county institutes could be improved by a conference of institute instructors.

## CALHOUN—CHAS. H. LAMAR.

In answer to your circular 21 of 10th, will say:

1. We have a permanent county teachers' association that meets every month during school term.
2. 60 per cent of my teachers took the State Teachers' Reading Circle work last year.
3. The manager of the Pupils' Reading Circle states that Calhoun purchased more books according to size of county than any other county in Illinois. About 500 pupils were members last year.
4. I have failed so far in getting school officers together for conference.
5. None.
6. 75 per cent of the schools. Yes.
7. Thirty of my 41 school rooms are good, and adapted to the school and are well furnished, decorated, etc.
8. None.
9. Nineteen.
10. One school enrolled only 1 pupil.
11. I think so.
12. Yes.

## CARROLL—JOHN HAY.

1. Carroll county has a permanent county teachers' association. Four meetings are held each year.
2. Sixty per cent of our teachers have done the most of the Teachers' Reading Circle or its equivalent during the past year.
3. Very few of our schools are doing the work of the Pupils' Reading Circle as outlined. Selections from the catalogue are frequently made for additions to school libraries and in this way many of the books are finding a place in our schools.
4. No conference of school officers has ever been held in this county.
5. With the exception of a few old buildings that, in severe cold weather, cannot be kept as comfortable as they should be, our school houses are sanitary and reasonably well adapted for the purposes for which they are intended.
6. The observation of Arbor Day is encouraged and appropriate exercises, including the planting of trees, shrubs and flowers are carried out by many of our schools. Few of our school yards, possibly not more than ten in the county are without trees.
7. School room decoration is receiving the attention of many of our teachers and pupils.

8. In 58 of the 103 districts in our county the rate of taxation last year did not exceed 1 per cent; in 26 it ranged from 1 to  $1\frac{1}{2}$  per cent; in 14 from  $1\frac{1}{2}$  to 2, and exceeded 2 per cent in 5 districts. The rate for school purposes was less than  $2\frac{1}{2}$  per cent in every district in the county. The highest rates are paid in districts that sustain graded schools.

9. Twenty-five schools are without library books.

10. Four schools enrolled fewer than ten pupils last year; the smallest number enrolled in any school was six.

11 and 12. I favor a conference of institute instructors, and would attend such a meeting if held during the last week in June.

#### CASS—ALBERT E. HINNERS.

In answer to the questions in your circular No. 21, date August 10, 1900, I submit the following:

1. We have a permanent county teachers' association which holds meetings three times each year.

2. Ninety per cent of Cass county teachers read the books as sent out by the Illinois Teachers' Reading Circle.

3. So far the teachers of Cass county have given little or no encouragement to the Pupils' Reading Circle work as proposed by the committee.

4. I have never issued a call for a convention of school officers only, but school officers attend our teachers' meetings, where they are given a place on the program.

5. I should judge that about twelve school houses or 15 per cent are unsanitary, and unsuited to their purpose.

6. Nearly all of our school grounds are supplied with trees. We do encourage Arbor Day.

7. Very near all of our school rooms have some decoration in the way of pictures or flags. I should say that 75 per cent of our school rooms are fairly well furnished, decorated and comfortable.

8. About four districts find it difficult to maintain six months' school.

9. About half of our schools have no libraries.

10. No school enrolled less than ten pupils.

11. I think the work of county institutes could be much improved by a conference of institute instructors.

12. I do favor such a conference and would try to arrange to attend, and also set our county institute at such other date as to not conflict with it.

#### CHAMPAIGN—GEORGE R. SHAWHAN.

I hereby endeavor to answer your questions in Circular No. 21, as a special report. I omit the questions, but give answers in order.

1. Yes. The regular meeting of our county association is on the third Saturday in each month.

2. From 100 to 150, or one-fourth to one-third. I hardly know what would be considered an equivalent for the reading circle work, but quite a large number attend summer schools and forty-two attended Saturday classes at the University of Illinois last year. Quite a number study all the year to advance themselves; some on the line of first-grade certificate work, and some for State certificates.

3. About nine-tenths of our teachers are encouraging the children to read good books. The books are obtained from city libraries, the county library in the superintendent's office, and the school libraries. Many buy either the entire set of the Pupils' Reading Circle books for the year, or selections from the set. All teachers who have pupils for the Central examination provide in some way the reading required for that. This year we will read "The Making of Illinois," by Mather, and one other book to be selected by the pupil and teacher and parents.

4. My success has not been very great in securing a large attendance of directors. Many tell how much they would like to attend such meetings, but say they can not. The oats threshing is going on all over the county at the time our institute is held. So many men and teams are required to keep these mammoth threshers going that every man in miles of the place where it is at work is drafted into its service. In addition to his own work, each farmer must follow a machine for days helping his neighbors, or he can get no help when the thresher reaches his fields. If a thresher gets into a township it keeps every man busy. These are the reasons given me by directors for not attending the meetings.

5. None, I think. All are in fairly good condition; about as good as one-room houses can be made now.

6. I judge about one-fourth of our grounds have no trees. Lots are small and space is needed. I have not said nor done much about Arbor Day, because many other matters take up time and attention. A large majority have trees, and some more than enough. Usually the time has not been fixed sufficiently early to get word out to the schools.

7. I do not know what other persons would consider as a "well-furnished, tastefully decorated and perfectly comfortable school-room." All our school houses are in good condition, many well papered and very few teachers fail to put up pictures, though this is commonly done later in the fall. In the coldest weather, especially if a high wind is blowing, few of the one-room houses are comfortably warm. In the winter furnaces in the basement or cellar, with some plan for ventilating, are badly needed. The stove in the center of the room is a great nuisance and failure.

8. I do not know of any districts now unable to raise sufficient funds. Since the law was changed allowing directors to levy 2½ per cent for educational purposes I have heard no complaints. If the villages and small towns continue to increase in population some of them with small territory may be troubled.

9. The trustees' reports sent in this summer indicate about 100 are yet without libraries. I do not believe this can possibly be true. I think many directors, clerks, fail to walk the mile to the school-house to count the volumes, or forget it in the hurry of work. In visiting I find small libraries in nearly every school. The libraries and the number of books can not be known accurately, nor can they be preserved until the teacher is required by law to make a report at the time he files his schedules. A form for the purpose could be provided on the schedule and the clerk would then have the material for making his report. This could be made to include other apparatus and property and would tend to its preservation.

10. I have found nine (9) schools in the past year with an enrollment less than ten. I found none less than five.

11. I think a conference of county institute organizers and conductors would be exceedingly beneficial. This is needed, probably, more than a conference of institute instructors. If the institute be properly organized, for a proper purpose, the instructors would meet the situation.

12. Indeed I do, and will do my best to attend such a conference should one be held the fourth week in June 1901, as suggested. But to be of the greatest value to next year's institutes a preliminary conference should be held sooner; at least as early as the holidays. It might be well to have a typical institute held.

CHRISTIAN—EDITH WITMER-VOLLINTINE.

In reply to Circular No. 21, I will answer as follows:

1. Yes. Meets once a year. Time, Friday and Saturday following Thanksgiving. Also, each township has teachers' monthly meetings during school year.
2. About one-half.
3. None.
4. Not flattering; hope for better results this year.
5. About one-half of the country schools need attention at once.
6. a. About one-fourth. b. Try to.
7. a. All make some attempt. b. About one-fourth.
8. None.
9. Nearly all have made attempts.
10. a. None. b. None.
11. Yes.
12. a. Yes. b. Yes.

I have answered the above to the best of my ability.

CLARK—J. D. SHOEMAKER.

1. Our county has a permanent county teachers' association which holds two sessions each year. The county is divided into five sections and each of these sections holds monthly meetings.
2. While our teachers do not enroll in the State Teachers' Reading Circle work, at least 75 per cent of them do the work or its equivalent.
3. There has been but very little done with the Pupils' Reading Circle work for several years.
4. We have not yet called the school officers together for conference, but have been unsuccessful in securing their attendance at our teachers' meetings.
5. I believe at least fifty of our school houses are unsanitary or unsuited to school purposes.
6. About fifteen of our school grounds are without trees. I have insisted on the observance of Arbor Day, and as a result, a great many trees have been planted.
7. There are very few tastefully decorated and perfectly comfortable school rooms in our county.
8. Two or three of our schools are obliged to levy more than 2½ per cent in order to have school six months.
9. Very few of our schools have good libraries.
10. None of our schools enrolled fewer than ten pupils last year.
11. I believe the county institutes would be benefited by a conference of institute instructors.
12. I am in favor of a conference next year and will hold the fourth week in June open for that purpose.

We have established a county teachers' library in this county and expect to have the teachers do a systematic course of reading. We also hope to reach a great many of the pupils and by this means revive the district library throughout the county.





CLAY—DONALD A. McQUEEN.

I am in receipt of your circular asking for special report. As it did not reach me till after the date designated for reply, I make as speedy an answer as possible.

1. County Organization—No. We are poorly organized in all lines. Few permanent lines seem to have been established upon which to base organized effort to extend year after year. I inaugurated the classification system last year with central and final examinations, and expect this to lead logically to complete union of effort.

2. R. C. Work—About one-third last year. This year a few bought the books but the majority will secure them through one of the club offers (Self Culture) and a Teachers' Library Plan which enrolls considerably over one-third. I think therefore that at least one third will read the books this year.

3. I admit that we are doing nothing with the Pupils' Reading Circle Work. But a large number of schools have libraries, and every year new ones are started and more books added to the ones already in force. We are making a special work in the line of pupils' libraries.

4. We had one meeting last year which was fairly well attended. We considered only one question then, viz: The introduction of a uniform series of texts, which was successfully done. I have called a meeting for September 29, which I think will be well attended. It is to discuss the very questions which you propound that I call them together. I have not collaborated my data on the succeeding questions, but will approximate as well as I can and later will submit more accurate replies.

5. Unsanitary houses counting all causes are about 10 or 15. Some of these are not very bad, but something should be done. There are 98 districts.

6. Trees—Ours is a wooded country and the most of the schools are fairly well shaded. Some are in the heart of the woods, perhaps half dozen are in bad location. Arbor Day is observed to some extent. I have made no recommendations, because there are so many things which in this section seem more urgent. There is an abundance of shade all over the county.

7. School Decoration—This year we discussed this point at the Institute, and I urged attention to that matter, and advised a careful study as to tasty decoration. Much of what has been done has been untrained and of little value. Very few have been without any attempt, a good proportion are very satisfactory and comfortable in every essential respect. I expect to watch this and take careful note this year.

8. Tax Limit—That is a point I wished to see the directors about. There are at least three or four which are not able to do it satisfactorily. One is a two-room country school. Last year they had six months in the primary room and five in the advanced. I approved of the move, as I could see nothing better. There are many schools which are not able to pay wages above from \$30 to \$35 per month. Of course this runs a school, but what of the class of teachers?

9. Perhaps one-half are without libraries.

10. Small Enrollment—One less than 10 pupils—(German Catholic, just three American children make the school). Five or more in the neighborhood of 15 pupils. We have very few schools that are abnormally small. The majority range from 20 to 35.

11. Institute Instructors—I doubt it. I will not venture a decided opinion. The average institute instructor has a box full of trinkets which he is going to show if the whole world stops. "They mean well," but I am afraid a week's conference would do no more to make them forsake the error of their 'sot' ways, than the training school does to make teachers out of every one who goes to them.



12. Conference—Upon the whole I would like to see it tried. Would not three days do better? All could afford that much time better than a week, hence the irregular attendance would be avoided, and interest could be more vitally sustained. I will plan to be there, subject to the unavoidable.

Trusting that this is satisfactory, I will only add, that we are working up to (1), and this year are making a special point of 4, 5, 7, 8, 9, and expect to gather accurate statistics this year and improve all these lines. Will send you my bulletin when published.

CLINTON—WILLIAM JOHNSON.

Replying to Circular No. 21:

1. We have a permanent county teachers' association. Every two months.
2. About one-half.
3. We have libraries in most of the schools.
4. None.
5. School houses are in good shape.
6. None.
7. All do some decoration. About fifty.
8. Not one. We are financially in pretty good shape.
9. 53.
10. Two.
11. No.
12. No.

COLES—JOHN H. SAWYER.

1. We have one in name. We have tried to get the organization in better shape, but have failed so far. This year we have set twelve meetings in which I and one of the Normal faculty will be present; and each township is required to have not less than four meetings during the year.

2. We had thirty seven enrolled last year who took the reading circle work. Teachers in Mattoon and Charleston chose other work.

3. Our wide-awake teachers encourage the Pupils' Reading Circle work, but the most do not encourage it.

4. I tried to have all the boards meet one day during our institute, but had only one board present.

5. Three, I consider unfit for school use.

6. I encourage Arbor Day. I do not know the number without trees, but would say 20 or more.

7. But few of our school houses are well decorated, and about five are tastefully decorated. The majority are comfortable.

8. I have heard of none. All have not understood the law, but this year they are hiring for six and eight months.

9. Many of our schools have had libraries but through countless handling have allowed them to be lost.

10. Two; none.

11. Yes.

12. Yes. (a) Yes.

COOK—ORVILLE T. BRIGHT.

Answering your circular of August 10th I send you the following answers to questions printed therein:

1. This county has a permanent County Teachers' Association which meets *monthly, from October to May, inclusive*. Two sessions are held, a *general session in the forenoon* for all county teachers, and in the afternoon a *special for teachers of ungraded schools*. The length of each session is two hours.

2. I think that 85 per cent of our teachers do the equivalent of the Teachers' Reading Circle work. No special effort has been made to secure the reading of the books adopted by the reading circle.

3. No effort has been made to adopt the Pupils' Reading Circle work, but nearly all of the books which are now or have been upon the reading circle list are in very many of our schools. Our work has been in the line of securing school libraries and this especially in the country schools.

4. I have never attempted to assemble the school officers of Cook county for conference.

5. The answer to this question will depend upon the sense attached to the word "unsanitary." There are about 125 schools in which the pupils are ungraded, that is single room schools. I should say if ventilation is taken into account all but one or two or three are unsanitary. Because no effort whatever has been made in the building of these schoolhouses to secure fresh air. The two or three-room schools are somewhat better, about one-third of them being fairly well ventilated. Of the larger school buildings about one-third are well ventilated, the second third fairly well and the other third little or no ventilation.

6. Taking the question to mean without trees affording adequate shade, or which may in time afford adequate shade, I should say that 80 per cent of the school grounds are without trees. We do encourage Arbor Day and urge the planting of trees every year.

7. A great deal has been done in this county in the way of schoolroom decoration, in fact so much has been done during the last year that I can give no definite answer to the question. There are very few teachers in this county not interested in this subject, and I expect the coming year to be one of great activity. As to the last part of the question, how many well furnished, tastefully decorated and perfectly comfortable schoolhouses there are in the county, it all depends upon the standard which one sets up and his standard will depend upon his education in these directions. Of the country schools in the county, if ventilation is taken into account, not one fills the bill. Among the graded schools I think there are about one hundred that would comply with the requirements of the question.

8. There are none.

9. About 50 per cent of the schools are still without libraries.

10. Only one school had fewer than ten. This one had eight.

11 and 12. I believe that a conference of institute instructors might be of benefit, provided that all or nearly all could be induced to attend it. I think, however, that such a conference should be earlier than the fourth week in June, as most of the graded schools in the northern part of the State close that week. I should, however, be willing to hold that week or any other open for that purpose.

CRAWFORD—E. L. DOUGLAS.

1. Yes and meet twice a year.

2. Eighty per cent.

3. But very few doing Pupils' Reading Circle work.

4. Good.

5. Fifteen per cent.

6. (a) One hundred districts, 50 per cent shaded. (b) Yes.

7. But very little done in school room decoration.

8. None.

9. Eighty per cent.

10. I think we have none that enroll less than ten. We have four or five that enroll ten or fifteen.

11. Yes. We could get more uniform work.

12. Yes.

## CUMBERLAND—J. F. GRISAMORE.

Following are the answers to questions on circular 21.

1. It has. Two or three times a year.
2. Three-fourths.
3. Very little.
4. We will have our first meeting next week.
5. Eight.
6. Twenty-five. Yes.
7. Some are placing in valuable pictures. About twenty.
8. None.
9. About three-fourths.
10. None. None.
11. I do.
12. Yes, I do.

## DEKALB—L. M. GROSS.

Replying to circular 21 issued from the department of Public Instruction, I would respectfully submit the following report:

1. Our county has a permanent association and it holds four meetings annually.
2. Four-fifths of all the teachers.
3. There are about six Pupils' Reading Circles in our county, but many are doing work which is equivalent.
4. Excellent. Prof. Freeman assisted us on two occasions, Prof. Felmley once, Prof. McCormick once, and Hon. Henry Raab once.
5. Twenty-three.
6. (a) Thirty. (b) I do, and have obtained excellent results.
7. (a) Nearly all are doing something. (b) About 100.
8. Three.
9. Twenty-four.
10. (a) Twenty-one. (b) Twelve.
11. I do, most decidedly.
12. (a) Yes. (b) Certainly.

## DEWITT—MRS. HATTIE P. WILSON.

In reply to circular No. 21:

1. We have no county organization in DeWitt county, although we always have a teachers' meeting of two days in mid-winter. This year we will have two meetings of two days each. One at Farmer City, the other at the county seat, Clinton. These meetings are attended by at least 98 per cent of the teachers in the county.

2. The State Reading Circle work has been very unsuccessful, the roads get so bad in the winter it makes it next to impossible to hold local circles in the different townships. While a great many read the books they do not enroll as members. I can safely say that 75 per cent of our teachers do work equivalent to the books in the circle.

3. The Pupils' Reading Circle is not encouraged as much as it should be although the majority of the books will be found in the most of the school libraries.

4. My efforts in getting the school officers together have not been very successful. I always set aside a place in our mid-winter program for school directors and have some one to address them, but find only a limited number present. However, each meeting shows an increase.

5. We have twenty-five school houses in the county unfit for the children to attend. We have made a wonderful amount of improvements during this summer in the cleaning of the school houses and grounds.

6. We have very few school grounds without trees, some are very small but most of the schools have some shade. The schools do not celebrate Arbor Day as it comes at a time when a great many of them are having their spring vacation. I try to have them plant trees and flowers any time that they can. My greatest success has been with the directors, they have provided most of the trees.

7. The teachers are, most of them, decorating their school rooms. In some cases it is over done. The beauty is marred by over-doing. "The well furnished, tastefully decorated and perfectly comfortable school rooms" are very few and to be strictly honest they are limited to the city schools.

8. Only two districts find it difficult to maintain a six months' term with the limit of 2½ per cent taxation.

9. About one-fifth of our schools are without any library. We hope to make a start for one in every school this year.

10. I think not more than ten schools enrolled ten or less pupils last year and not more than three enrolled as few as five.

11. I (do) believe that the work of the county institute could be materially benefited by a conference of institute instructors and think the earlier the work begins along this line the better and will do my best to plan my work so as to devote the fourth week in June for that purpose.

Lastly, the work in the country schools is very much improved, a new interest seems awakened and the demand for good teachers has greatly increased. Fifteen per cent of the graduates from the eighth year work enter the city high schools, some try to do ninth year work in the home schools but they make very little progress as they cannot have the attention they should have when all the grades are represented.

#### DOUGLAS—MISS BLANCHE CARAWAY.

In reply to your Circular 21.

1. Douglas county has no permanent county teachers' association. In 1898 we joined an association composed of Edgar, Coles and Douglas counties. This holds a day and a half or two days' session each November. This meeting was held in Tuscola last fall and attended by practically all of our teachers. This organization commands talent we could not afford.

2. Last year fifty of our 130 teachers.

3. Fully 40 per cent.

4. Poor.

5. Four (4).

6. Perhaps 20 per cent. Arbor Day is encouraged.

7. a. Use of pictures. Perry pictures or their equivalent used where larger ones can not be procured. Practically every school room has some decoration. b. Fully 50 per cent are well furnished and tastefully decorated. A small per cent perfectly comfortable, either ventilation or heating defective.

8. None.

9. Thirty, according to trustees' report for 1900. I am sure the number should be smaller.

10. Two enrolled less than ten last year. One of these I am told, not officially, is to be discontinued this year.

11. That is my opinion.

12. I hold the office of county superintendent only until next December, so this question I cannot answer.

I feel convinced this fall's organization of Teachers' Reading Circle will show a larger enrollment. It had slipped my mind that September 10 was our day to have reports in, and hoped to be able to report this year's circles. It is too early to do so, as yet. These circles usually complete their organization after the schools are well started.

#### DUPAGE—ROYAL T. MORGAN.

I have the honor to submit the following report in answer to Circular 21:

DuPage county has a permanent teachers' association. It holds on an average five meetings during the year, is well attended and is very helpful to the teachers.

Most of the teachers in this county do all or most of the "State Reading Circle Work" or its equivalent, in fact, they are as a rule doing more professional reading than is required by the circle.

The teachers generally are very earnest in securing books in their schools and are using book receptions, entertainments and solicitations of money from friends interested in the children to procure books. My constant advice to them is to secure the Pupils' Reading Circle books, as they are recommended by a committee professionally capable of judging the pupils' needs.

School officers meetings separate from the Teachers' Institute, so far, we have not been able to organize, but there has been a very large response upon their part to visit the Teachers' Institute in the summer and the Farmers' and Teachers' Institute held in the winter. The rural directors are much interested in the schools through the exhibits made by their pupils, and the active interest taken in school matters by all members of our honorable board of supervisors.

Most of the school buildings in this county are old (I refer to the rural schools), but are usually in good repair. There are five or six school houses that ought to be replaced by new ones. Generally speaking, the site of the school house in the county is sanitary.

So far as I can recall, there are not more than four or five school grounds in the county without trees. I always urge teachers by all means to hold Arbor Day and Bird Day exercises.

Most of the teachers in both graded and rural schools show a deep interest in the matter of school room decorations. We have had Miss Hutchins of Cook County Superintendent's office with us for lectures upon the subject. The matter has also been taken up in institute work by Assistant County Superintendent of Cook county, Mr. Farr. These addresses and exercises have created an earnest desire in the hearts of the teachers to take hold of school room decoration thoroughly and systematically. What they need is a thoroughly reliable book upon school sanitation and decoration. There is a zeal without knowledge. It is to be hoped that the book you so earnestly endorsed at our Chicago meeting may be put upon the Teacher's Reading Circle the coming year. A great majority of the schools are well furnished, some of them elegantly decorated and most of them are comfortable school rooms. We are constantly working for better results and shall hope to see not only the school room, but the school grounds also well decorated and cared for. I refer to trees, shrubbery and the culture of flowers such as can be grown in our climate.

All of the schools in this county could maintain a six months' school upon the 2½ per cent basis of taxation. It is, however, difficult for our high and graded schools in towns to carry an adequate nine or ten months school upon that basis of taxation.

Nearly all of our schools have a nucleus of a library. Many of them are working toward a better class of books for the pupils, yet, it would be a great source of gratification to many of our people if our honorable State Legislature would set apart a stated fund for the school library in every district.

Three schools, so far as I remember, had fewer than ten pupils last year. One school fewer than five. These schools are in the region of private schools and vary much during different years in the enrollment of pupils.

I do most heartily believe in well directed conferences of institute instructors. I will do all in my power to hold the last week in June open for that purpose.

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS.  
DuPAGE COUNTY, ILLINOIS.

**ESTEEMED TEACHER:**—The enclosed circulars explain themselves. You are so deeply interested in the welfare of your pupils that you will hail with pleasure this opportunity to secure the "pupils' library" for your school. Let me urge you that the responsibility of getting these valuable books, rests in a great measure with you. If your school board sees that you are in earnest in this good cause, that the books will be read and cared for, you will find it ready to coöperate with you in the noble work of cultivating in the minds of the children a taste for the best literature.

A blank will be sent you in the near future asking your success in securing members for the "Pupil's Reading Circle"; also calling for your progress in your "Teachers' Reading Circle" work for the past year.

Cordially yours,

R. T. MORGAN.

EDGAR—GEORGE H. GORDON.

As to the progress of the schools in Edgar county during the past four years I can say that the advancement made has given satisfaction to all who are interested in our schools. It has been my constant aim to classify all the rural and village schools with reference to the State course of study. My idea is to grade the county and village schools to meet the demands of the town school, and the town school which may not have a full high school course arrange its classification to harmonize with the city high school. Thus starting the pupils in the rural schools on a direct line to the university of our State. I find that this plan gives system to our work and shows the country pupil that there is something to be gained in making an effort even in the country school. A county diploma admits the pupil to the high school without examination. It is a matter of no small importance to know that these pupils, in the rural schools, who complete the work as given in the State course are not inferior in scholarship to those who have passed through the grades in the city schools.

1. We have a permanent county teachers' association. A meeting is held each year, the last Friday and Saturday of March. Also a meeting is always called at the time of the Annual Institute. A county president and secretary are elected for one year. The township institutes and Teachers' Reading Circle work belong to the work of this association.

2. The past year 142 teachers have taken the State Reading Circle work or its equivalent. A good sentiment now exists in our county for this work.

3. The Pupils' Reading Circle work has not flourished as it should, but our teachers are awakening to the importance of securing good reading for their schools.

4. We have never tried to assemble the school officers for a conference.

5. I do not think we have any unsanitary school houses, but we have houses that are too small and inconvenient and should be replaced by new ones. Within the past four years there have been built ten new school houses with modern conveniences. The style of architecture being considered—with light

from rear and one side only, with perfect ventilation by means of ventilating flue or chimney and heat by means of heater in corner of the room or furnace in basement below. In fact the same light, heat and ventilation is secured in the one room as is found in any of the modern city buildings. These houses cost but little more than one of the old kind and are giving entire satisfaction.

6. We have not many school grounds without some trees, but there is much room for improvement. I encourage Arbor Day.

7. Many of our teachers give attention to decoration. I think that one-half, at least, of our school rooms are comfortable and well furnished.

8. None.

9. At least three-fourths of them.

10. I think about 4 enrolled less than ten, and two less than five.

11. I think the success of the county institute largely depends upon the conductor. The needs of all counties are not similar. A county superintendent should know his teachers and what is the best instruction for them. I do not believe that one plan of instruction would apply to all counties. Yet I favor a conference.

12. Should you hold a conference I shall attend.

#### EDWARDS—FRANK COLES, JR.

In reply to your circular of August 10th, I have the honor to submit the following answers to your questions:

1. Edwards county has a permanent county teachers' association and holds regular meetings about every two months during the school term.

2. About 25 per cent of the teachers do all of the State Teachers' Reading Circle work, and about 75 per cent of the teachers do part of the work. Other professional work is done by the teachers during the year.

3. Our teachers have been doing a noble work in assisting the schools to secure libraries the past year. The number of books has increased 120 per cent within a year, and most of these books have been carefully selected to suit the needs of the children. Many schools are now arranging to add more books the coming year.

4. No general meeting of school officers has as yet been held.

5. Not to exceed 10 per cent of the school houses in this county are unsuited for school purposes or are what would be termed unsanitary.

6. There are twelve school grounds in this county having no trees near the school house. Many school boards have planted trees about their school houses during the past year. We hope to have every house surrounded with trees before we let up on the agitation.

7. A large number of teachers are studying the question of school-room decoration, and many of the schools are becoming very tastefully decorated. There are at least two-thirds of the schools of this county that are neat, well painted and in good general condition, while perhaps the remainder need papering, painting, and a general cleaning up. I find that school boards are very negligent about taking care of the school buildings during the summer, many times allowing the doors and windows to remain open when school is not in session. On the whole I regard the great majority of school houses in good general condition, and to be perfectly comfortable.

8. There are three districts that find it almost impossible to have a six-months' term and pay respectable salaries to their teachers and keep within the limit, two and one-half (2½) per cent. These are village schools where the population is increasing faster than the wealth. Some districts have almost as low a rate as one-half per cent, as in some rural schools where the well-to-do farmers have moved into the towns in order to secure better schooling for their children. I think there should be some better way of collecting and distributing money collected for school purposes, that would meet *this difficulty*. I know of some districts that have an assessed valuation of

\$50,000, and only require \$250 to maintain their schools, while other districts having an assessed valuation of the same amount will require over \$1,200 to maintain a school that is required by law, and must then oblige teachers to teach for \$27.50 per month.

9. Twenty schools are yet without libraries. We expect all these to add libraries before the end of this term of school.

10. No school had less than ten pupils last year.

11. I believe the schools could be improved by a conference of institute instructors, and believe it ought to be held.

12. The fourth week in June suits me and I shall hold that week open to permit the instructors who work in Edwards county to attend. If such conference is held I shall not employ any instructor who does not attend.

#### EFFINGHAM—CHAS. L. COMBS.

The following are answers to Circular 21, dated Aug. 10, 1900:

1. Yes. It holds five meetings during the school year.
2. About 90 per cent last year.
3. To no great extent.
4. I have made no efforts to assemble the school officers of this county for conference.
5. There are none in this county wholly unsanitary or unsuited for their purpose. There are four which are in bad condition.
6. 21. In a general way. I have been working for other needed improvements. I intend urging Arbor Day exercises the present school year.
7. There has been quite an improvement along the line of decorating the schoolhouses in this county the past few years.
8. None.
9. 61.
10. None.
11. Yes.
12. Yes.

Remarks. I am in favor of a syllabus of work for institutes, to be issued from the Department of Public Instruction, prepared by a committee of State Association of County Superintendents of Illinois, for the use of conductors and instructors. The subject matter to be drawn from the course of study for the common schools of Illinois. In this way the institute work would be uniform over the State and we would have a beginning and an ending of each year's work. As it is, in many instances, the same work is gone over year after year and has no connection with the State course of study.

#### FAYETTE COUNTY—C. F. EASTERDAY.

A permanent County Teachers' Association, which holds two meetings each year, was organized in this county one year ago. This association is supplemented by a township organization which holds six meetings during the fall and winter. More than three-fourths of our teachers are enrolled in the State Teachers' Reading Circle. The Pupils' Reading Circle work has received only slight attention in this county up to this time, and has thus far been attempted in only a few instances. Supplementary reading is done, however, by all of the pupils of the 7th and 8th grades. A number of school libraries have been established in the county during the past year and the question is now engaging the attention of the teachers in this county.

Quite a number of school grounds are without sufficient shade trees; but at the conference of directors this year the matter will be discussed and an attempt made to remedy this matter by making the future observance of Arbor



Day more fruitful of permanent results. School room decoration receives considerable attention at the hands of our teachers and there are a large number of tastefully decorated school houses in this county.

Only one school in the county last year enrolled fewer than ten pupils. The enrollment in that school for the year was only three.

I believe a conference of institute instructors would be of material assistance, and I shall be pleased to attend such a meeting.

FORD—E. A. GARDNER.

I herewith submit the following special report in answer to the questions contained in your circular No. 21.

This county has a permanent county teachers' association. It holds regular meetings twice each year, usually in December and March. The association is managed by the teachers themselves, the officers being elected at a business meeting held some time during the annual institute. Our association meetings are well attended. The programs are furnished largely from our leading teachers, with one prominent educator from outside of the county at each meeting.

Practically all our graded teachers and about half the country teachers do the Teachers' Reading Circle work or its equivalent.

The Pupils' Reading Circle has not been pushed, and very little has been accomplished in this direction.

I have made no attempt to assemble the school officers of the county for conference.

All our graded schools, with one or two exceptions have good, modern school buildings, well adapted for their purpose, and most of the country schools are housed in good, comfortable buildings. There are about eight or ten new buildings needed in the county.

About one-fourth of the school grounds are without trees and probably half of them need more trees than are now planted. If some one who can speak authoritatively, would give us some practical suggestions on the artistic arrangement of school grounds, with the proper varieties of trees and shrubs suited to different parts of the State, and how to properly care for them after they are planted, he would render a great service to the rural schools.

Our teachers have given considerable attention to school room decoration during the past two years. The Perry pictures and similar works of true art are extensively used. I think it safe to say that 75 of the 150 school rooms of the county are well furnished, tastefully decorated, and perfectly comfortable.

There is not a single district in this county that finds any difficulty in maintaining school six months with the 2½ per cent limit of taxation. In fact, there are not over two districts that would have any difficulty in running nine months on this list.

About 70 districts are still without libraries. The library movement is well started and I expect to see a number go in this year.

Six schools had less than ten pupils last year. One had less than five.

I believe all conferences of educational workers are helpful, and would therefore favor a conference of institute instructors. But so long as there is such diversity of opinion among county superintendents as to the nature and scope of the institute, it would be almost impossible for the instructors to arrive at any definite conclusions as to the character of instruction. I favor holding such conference during the fourth week of June and would suggest that county superintendents be asked to join in this conference.

## FRANKLIN—W. S. BUNTIN.

1. It has. Quarterly.
2. Seventy-five per cent do its equivalent.
3. This year most all the teachers will encourage the Pupils' Reading Circle work, while last year not more than twenty.
4. I have made but one attempt, which was almost a failure.
5. I regard four as being unsanitary, because they are on level land not sufficiently drained.
6. Seven. I find it useless to encourage Arbor Day when schools are not in session. I believe in Arbor Day, but I believe for this section it should be at an earlier date than the date for last year.
7. But little last year. I think considerable will be done this year. Not more than five.
8. Three districts are kept from securing first class teachers about one-half the time because the rate will not raise sufficient funds to secure first class teachers all the time.
9. Seventy.
10. None.
11. I do.
12. I do. I can hold three days open for the meetings.

I find the out-door buildings of this county in a deplorable condition. Also not enough attention given to wells and water.

I intend to call meetings of directors in the different townships for the purpose of discussing with them these and other important school questions.

## FULTON—M. M. COOK.

Fulton county has had a permanent county teachers' association for the past five years. The teachers are permitted to elect their own officers, and to determine the time and place of the meeting of the association. These meetings, with one exception, have been held on the Friday and Saturday following Thanksgiving. The programs are arranged by the county superintendent, assisted by the officers of the association. Prominent educators are usually secured to give the principal addresses. The work partakes largely of the nature of an institute. One of the prominent features of the county association meeting is the Friday evening lecture. This is given by some person prominently identified with educational work. The subject of the lecture is usually of general interest to both teachers and patrons. A special effort is made to secure as large an attendance as possible of the school officers and patrons of the schools living in the community in which the meeting is held. Our association meetings have always been largely attended and of much interest and profit.

As an adjunct to the County Association we have sixteen local or district associations which meet monthly. These associations are directed by a local manager appointed by the county superintendent. A portion of each program is furnished by the county superintendent and is uniform throughout the county.

One of the books of the State Teachers' Reading Circle work is selected for study each year. This book is read and discussed in the local association meetings. Every teacher is required to take a written test on this book at some time during the year. Nearly all avail themselves of the opportunity given them to do this at the annual institute. The results of this work have proven highly satisfactory.

I have repeatedly urged upon the teachers the importance and value of the Pupils' Reading Circle work, but I am sorry that it has not received the attention in this county that it deserves.

Much improvement is noted in the efforts of directors in the past few years to put the old country school room in as sanitary condition as possible, considering the old type of the building still in use. The walls of many of the rooms are now neatly papered, painted or calcimined, making a marked contrast to what they formerly were. In addition to this we have but few teachers who do not try to add to the attractiveness of their rooms by some form of decoration. The subject of school room decorations was given a special place on the program of our last annual institute, and it is hoped, as a result, that this matter will receive during the coming year more intelligent attention than ever before. There are three country school houses in this county that are nearly perfect in their equipment. Each is heated by a furnace.

While we have many beautiful school yards, we still have too large a number that are treeless. The subject of Arbor Day has not been emphasized as much as its importance demands.

We have but three districts in which a tax levy of 2½ per cent will not permit the school to continue for six months.

The subject of school libraries has been given considerable attention, but not sufficient to secure a library for every school. Over one-third of the schools are still unsupplied. A uniform list of text books has just been put into the schools of the county, and it is intended to follow this with the agitation of the question of supplementary reading and the library.

Twenty-one schools in this county last year had a total enrollment of 15 pupils or less. Four enrolled less than ten, and one less than five.

I believe the efficiency of the work in our County Institutes might be greatly improved by a conference of the institute instructors. If thought advisable to hold such a conference I will gladly hold that week open for that purpose.

#### GALLATIN—WILL J. BLACKARD.

In accordance with your request in Circular No. 21, I have the honor to submit the following report:

1. We have. Three times a year.
2. About 30 per cent.
3. The Pupils' Reading Circle has not received much attention in this county.
4. Heretofore there has been no effort to assemble school officers, but I have planned to have a meeting in each township this fall and winter and likely a county meeting early in the spring.
5. About 14. (None what they *should be*.)
6. 34. That will be one topic discussed at the meetings.
7. Very little. Perhaps 20 would come under this question.
8. I do not know of any. I believe, too, there are, perhaps 5 or 6.
9. I think about 55 or 56.
10. 2; 1 (colored.)
11. I believe the work of the county institutes can be greatly improved by a conference of instructors; but a discussion of the needs and desires of the institutes would necessarily precede this conference. I think the subject should be thoroughly discussed and something definite as to the needs, objects, methods, etc., be decided upon by the State Superintendent and county superintendents, and then the instructors will have something upon which to base a revision. We need something badly and I think a conference will have the tendency to level up, by bringing all to the best.
12. I favor the conference of instructors, or instructors and superintendents, enough to set aside any week in June or July for that purpose.

*The shade tree and library sentiments are growing in favor in Gallatin county.*

## GREENE—HARRY E. BELL.

In reply to your queries in Circular No. 21, I submit the following:

1. It has. Bi-monthly.
2. Very little has been done with the Teachers' Reading Circle work in this county. Not more than 5 or 10 per cent. of the teachers are doing the regular advertised Teachers' Reading Circle work, but fully two-thirds of them I think are doing its equivalent.
3. Very little, I am sorry to say. Shall make an effort this year to have more done along that line.
4. Rather poor.
5. Of the one hundred in this county there are at least forty that I consider are almost unfit for school purposes.
6. Fully one-half of the school yards are unadorned with shade trees. Yes, I have always taken great interest in Arbor Day, never taught a country school in my life but that I set out from ten to twenty trees in each yard. I try to prevail upon my teachers to observe the day and have been partially successful.
7. Some, not very much. There are not more than three or four of that kind.
8. None.
9. There are not more than twenty, although my annual report, I think, would indicate a great per cent but I am sure the trustees have not made a full report of them.
10. I am sure there are none.
11. I think very likely, it could be done.
12. Yes. Yes.

## GRUNDY—MISS MARY B. HOLDERMAN.

In reply to circular 21:

1. Yes. Three times a year.
2. Three-fourths.
3. To no great extent, but the teachers have been asked to manage in some way to purchase this year's Circle books for their school libraries.
4. The school officers of this county have never assembled for conference. We talked of having a meeting last year but did not have it. Will try to have one this year as some of the directors are anxious to have the meeting.
5. There are two or three that I have been unable to find fault with.
6. Eighty. Have not especially. No special reason except that I have had to demand so many things of the teachers that I sometimes feel ashamed to push anything more.
7. We are reading School Sanitation and Decoration, hoping to catch the spirit of the author. Will talk about the book at one of our teachers' meetings this fall.
8. None.
9. Six.
10. Four. One.
11. It seems that it might, but I am not sure.
12. Will be willing to try the experiment.

## HAMILTON—D. J. UNDERWOOD.

I herewith send you answers to your "circular letter" of date of August 10, 1900. I have numbered the answers to correspond to the questions.

1. Our county has a permanent teachers' association that meets once per month.
2. Fifty per cent of our teachers do the State Reading Circle work.
3. Not more than 25 per cent of our teachers are encouraging the Pupils' Reading Circle work. A number of the advanced pupils do its equivalent, however, as many of them belong to our County Teachers' Library and are doing good work in it.
4. I have had good success in all my attempts to convene my school officers. I am sorry to say that I have only attempted two meetings of this kind in my term of six years.
5. Perhaps I might be safe in saying that eight or ten are not very well situated as to sanitation; fifteen are not well seated. About one-third of our houses are too small. I have taken special interest in seeing after all the buildings that have been put up since I have been in office.
6. I believe that fifty out of eighty-eight are without trees. I encourage Arbor Day, but it is a little too late in the season to put out trees here when Arbor Day comes.
7. I have been placing stress on school room decoration, and a number of our teachers are doing much to improve the present condition. I think that we have as many as forty well decorated houses in our county.
8. All of our districts maintain school, on two and one-half per cent, for six months.
9. Eighty out of eighty-eight are without "Libraries" yet.
10. None of them enrolled fewer than ten nor fewer than five.
11. I do.
12. I favor such a conference and will hold the fourth week in June open for it.

## HANCOCK—J. A. CALIFF.

Your circular No. 21, dated August 10, received recently. In compliance with your request, I submit the following special report:

1. The three counties, Adams, Brown, and Hancock, have a permanent county teachers' association known as the Tri-County Teachers' Association. It holds a regular meeting once a year, about Thanksgiving time. The meetings are held in a different county each year. This county has no other association.
2. Our teachers do not do the State Teachers' Reading Circle work.
3. The work of the Pupils' Reading Circle is encouraged by most of the teachers. I shall call attention to this work in a circular in a few days. I look upon it as more important than the Teachers' Reading Circle work.
4. A few years ago we tried to form a school directors' association. On one or two occasions a small number turned out, but, as a general thing, directors would not attend the meetings. After spending some money and wasting some time we let the matter drop.
5. There are no school houses in this county that are unsanitary or unsuited for school purposes. Some of our houses are seated wrong, facing the door, or have blackboards too high, but they answer their purpose very well.
6. School grounds in many districts are without trees. I encourage Arbor Day, tree-planting, etc.
7. Our teachers give considerable attention to school room decoration. *Almost all of our houses are comfortable.*

8. I have not heard of any districts in the county that find it difficult or impossible to maintain school six months as required by law with the limit of taxation at 2½ per cent. Some may have trouble on this point, but, if such is the case, my attention has not been called to it.

9. According to the reports sent me by the township treasurers, one hundred and thirty-four districts are without libraries.

10. None of our schools enrolled fewer than ten pupils. One district did not have school. In that district, I think, there are less than ten pupils.

11 and 12. I am not prepared to answer on these points. I attended one conference of this kind some years ago, and it was a failure. If it could be managed properly, good might come of it.

#### HARDIN—JOHN H. WOMACK.

Answering circular 21:

1. Yes. Quarterly.
2. State Reading (Teachers') Circle work is not favorable among our teachers; but our teachers do much reading.
3. To a great extent.
4. Good.
5. Only a few, perhaps three.
6. About one-fourth. Yes.
7. Pictures of noted men, historical sceneries, school mottoes, "I do not encourage cedar decoration", etc. A large number.
8. Almost one-half.
9. About seven or eight. Libraries are started in these.
10. None. None.
11. Yes.
12. Yes. Yes.

#### HENDERSON—S. E. MACE.

I shall endeavor to answer your enclosed questions in the order of their occurrence.

1. Our teacher's association meets regularly the Friday following Thanksgiving.
2. About one-half of our teachers do the reading circle work.
3. None of our teachers pay attention to the Pupils' Reading Circle.
4. No success in assembling the school officers of our county.
5. Can't give the exact number of unsanitary school houses, but by far the greater part of them, as they have been built for a number of years.
6. Very few of our school yards without some trees. I have made no effort to observe Arbor Day as most of our schools have shade.
7. Our school rooms are fairly well decorated, but we have very few perfectly comfortable school rooms.
8. I can recall but one district where the taxable property is not sufficient to raise plenty of money to maintain a six months' school.
9. A large number of our districts has no library.
10. Can't tell certain, but I think about four; possibly a half dozen.
11. I am unable to say, but the institutes certainly would not be injured by a conference of instructors.
12. Yes sir.

I think the above is a correct statement of our condition.

## HENRY—MARTIN LUTHER.

Replying to your circular letter No. 21:

1. Henry county has two permanent teachers' associations. This division into two associations has grown out of the lack of good railroad facilities for a central organization. These associations meet twice a year for regular meetings. Each of these divisions is subdivided into three permanent local associations, meeting at least once each year.
2. About ninety per cent of our teachers did the Teachers' Reading Circle work last year, or its equivalent. I will enclose you a list of questions that I had prepared for answers on "The Study of the Child," by Taylor, for last year. One hundred and twenty-five of our teachers sent into my office book answers to these questions and the result was highly gratifying to the office.
3. The matter of Pupils' Reading Circle work is receiving much attention in our county. It is safe to say that about 100 of our school districts have school libraries consisting of the Reading Circle books or some good equivalent.
4. This subject has not as yet received my attention.
5. Possibly twenty per cent of our school houses are unsanitary or otherwise unsuited to their purpose.
6. A very small per cent are without trees of any kind. I encourage Arbor Day and with comparative good success.
7. Our teachers are doing more and more as the years go by in school-room decorations, and there is a goodly number of the rooms well furnished, tastefully decorated, that are comfortable and inviting. Possibly 40 per cent are thus pleasantly situated.
8. A very small per cent—say less than ten per cent—find it difficult to maintain at least six months of school, as required by law.
9. In the rural districts there are about 78 schools without libraries.
10. According to my last "Visitation Book" fewer than 20 per cent have an enrollment of ten or fewer pupils. About 10 per cent fewer than five pupils.
11. I have never given this matter any thought and am not prepared to answer it intelligently.
12. I shall hold the fourth week in June open for such a conference if it is decided to hold one.

In your letter of the 22d inst you say, "I enclose you herewith Circular Letter No. 21, and a copy of a circular letter of August 14th."

I received the letter No. 21, but not that of August 14th.

Some of the matter in the circular has not received, at my hands, the attention it has deserved up to date, but I shall make it my business to carefully observe all this in the future and thus be enabled to answer you more accurately and definitely in the hereafter.

## IROQUOIS—S. C. RUTHERFORD.

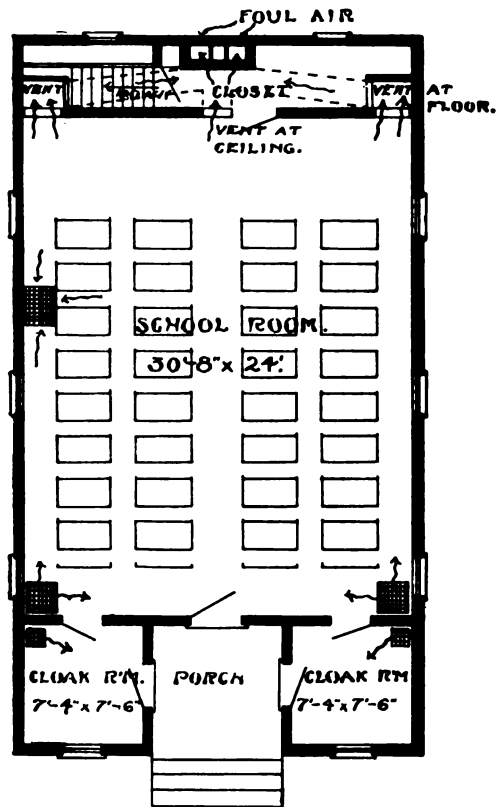
In response to your Circular No. 21 I respectfully submit the following:

The Iroquois County Teachers' Association is a permanent organization and holds annual meeting at Watseka. The sessions last two days and are attended by almost the entire teaching force of the county. In these meetings principles and methods of instruction are discussed, and combined with lectures by prominent educators have proved a great benefit to our teachers.

A small proportion of our teachers do State Teachers' Reading Circle work, but a large per cent of them do its equivalent.

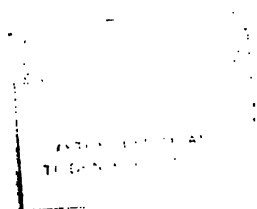
Our teachers generally encourage their pupils to do reading circle work, or its equivalent, and considerable good has been accomplished in this way.

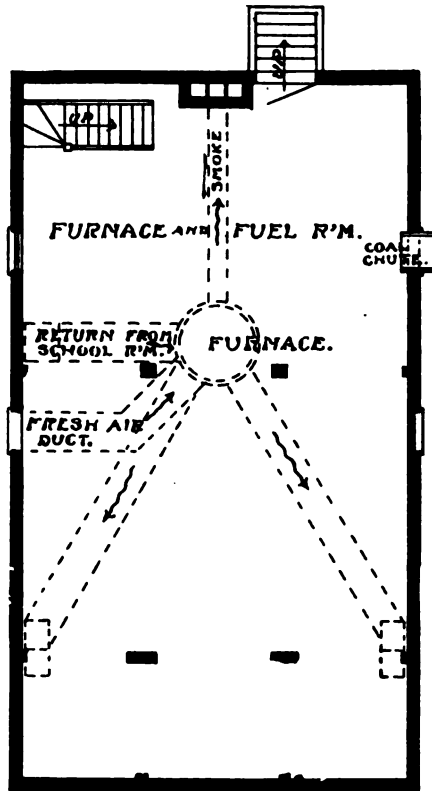
*Efforts to assemble school officers for conference have been made, but results have been very unsatisfactory.*



FLOOR PLAN.  
 SCALE: 1/8"=1'.  
 S.A. BULLARD, ARCH'T.  
 SPRINGFIELD, ILLS.





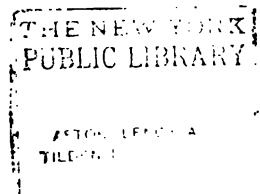


BASEMENT PLAN.

SCALE: 1/8" = 1'.

S. A. BULLARD, ARCH'T.  
SPRINGFIELD, ILLS.

PLATE XIX. (3)



Most of the school houses in this county are in a good condition. They are defective in providing for ventilation, but otherwise are sanitary.

There are very few school sites in this county without trees, although some of the trees are young and do not afford much, if any, shade. Arbor day has been encouraged and many trees have been planted during the past six years.

We have very few teachers who do not try to decorate their school-rooms in some manner. The decorations are principally pictures and add very much to the appearance of the rooms. I think perhaps 75 per cent of them are well furnished and comfortable.

We have no school districts that find any difficulty in maintaining school six months as required by law, with the limit of taxation at 2½ per cent.

The establishment of libraries in our schools is very slow and unsatisfactory. About 75 of them have libraries.

Three schools in this county enrolled fewer than ten pupils last year, but they all had more than five. The enrollment in these districts this year will be about the same as last.

If the plan of institute work in the different counties could be the same I think a general conference of institute instructors would be beneficial. I always hold a conference with my institute instructors and feel that our work is materially improved thereby.

JACKSON—MRS. EMMA M. BRYAN.

1. Jackson county has a permanent County Association with meetings held once each month. All teachers, however, are not expected to attend the same meeting. There are sixteen townships in the county and I have named four different places of meeting during the school year, causing four townships for each section and as there are four Saturdays in the month, each section may meet once a month thus enabling every teacher in the county to attend one meeting each month, for which I give each teacher credit in professional work.

2. Three-fourths of the teachers do the Reading Circle work.

3. Pupils' Reading Circle work as yet has received no attention.

4. My efforts toward assembling school officers, though very persistent, have been unsuccessful.

5. I think about one-fifth of the school houses in this county are unsanitary, more cleanliness in school rooms is one great need.

6. Very few of the school grounds are without trees. I do encourage Arbor Day.

7. Comparatively nothing as yet, though I am sure many teachers will go to their schools this coming year with new inspiration for school room decoration. Perhaps, including the city schools, I may safely say a score of them are well furnished, tastefully decorated and perfectly comfortable school rooms.

8. None.

9. About sixty per cent of the schools are without libraries.

10. None. None.

11. I do believe a conference of instructors would benefit the work of the institute.

12. I shall have no institute work during fourth week in June.

## JASPER—J. F. ARNOLD.

1. We have a permanent Teachers' Association which meets quarterly.
2. There has been an average attendance of 50 per cent.
3. The Pupils' Reading Circle books are to be placed in the schools the ensuing year.
4. Have not attempted to assemble the school officers of the county for conference.
5. All are in good condition and properly arranged for purposes of warming and ventilation.
6. Thirty per cent of the school grounds are without trees. Most of the grounds are shaded by trees of native growth. Efforts have been made to supply the deficiency. Arbor Day is regularly observed and utilized for the improvement of the ground.
7. Many of the teachers have decorated their rooms with pictures illustrative of Art, History, Natural Sciences, and with such other pictures as are proper for a school room, as having a bearing on the lessons taught.
8. None.
9. Nearly all of them. Much will be done the ensuing year to place libraries in the schools.
10. (a) None. (b) None.
11. Very much could be accomplished in this way.
12. (a) Yes. (b) Assuredly yes.

## JEFFERSON—JAMES M. HILL.

In reply to Circular 21:

1. We have a permanent teachers' meeting. Said association meets five times a year.
2. About one-half.
3. They are not trying to organize Pupils' Reading Circle work. Most all are putting in libraries.
4. Poor.
5. Some twenty.
6. At least seventy-five. I do.
7. Teachers are most all doing some decorating; some are doing excellent work. There are at least sixty.
8. Ten.
9. But few; say twenty-five.
10. None; none.
11. I do; I would.

## JERSEY—JAMES W. ROBERTS.

In response to your Circular No. 21, just received, I submit the following answers:

1. Yes; monthly meetings for six months.
2. 40 per cent last year.
3. A limited number.
4. None.
5. I can not say that any are unsanitary, though some are not altogether suited to their purpose.
6. Twenty-five. Yes; but the date as usually fixed is too late for this section. Most of our schools begin about Sept. 10th and run seven months,

ending about April 15th. Eighteen or 40 per cent of those having shade trees are located in natural forests. In such schools no interest is taken in Arbor Day.

7. Comparatively nothing.

8. Five districts find it difficult under the present revenue law to maintain school six months on  $2\frac{1}{2}$  per cent.

9. There is but one good library in the schools of the county, though several districts have made a beginning by use of the Pupils' Reading Circle work.

10. One school enrolled five pupils last year. No school enrolled fewer than five pupils last year. All others were above ten.

11. I believe there is plenty of room for improvement and a conference of instructors might be beneficial.

12. Our institute has for several years been held the first week in June; last year the third week. Next year the wishes of teachers and instructors will govern the date to some extent.

JO DAVIESS—W. H. MARTIN.

In answer to your Circular 21, I submit the following:

We have not a permanent teachers' association in this county. Last year we divided the county into four districts for convenience, and held two teachers' meetings in each district, and we intend to form district associations the same way this year.

In this county the teachers do not pursue the State Teachers' Reading Circle work, but I believe most of them read equivalent educational matter. This year we contemplate taking up some standard work on Pedagogy and one other suitable book, and make them the basis of our work in the teachers' associations.

Last year I urged the teachers to push the Pupils' Reading Circle work and to start school libraries where none had been started. Over \$1,100 worth of books, nearly 1,800 volumes, were placed in the rural schools during the year. Most of the books were selected from the Pupils's Reading Circle list of last year and the previous years.

I have made no efforts, as yet, towards assembling the school officers of the county together for conference. I reach them through circulars and consult with them when on duty visiting schools. The idea of calling them together for conference is a good one.

We have quite a number of school houses that cannot be said to be in the best sanitary condition. Many of them were built of rock when the county was new and, being durable, they remain. The greater number of our school houses, however, are in a good sanitary condition and fairly well suited for school purposes.

Perhaps the school grounds of twenty-five of the districts are without trees. I encourage Arbor Day by urging teachers to observe the day by having a suitable program prepared and by planting trees. A few days before the time set apart for Arbor Day, I send out a circular to teachers, in which I urge them to observe the day.

Most of our teachers make some effort to decorate their school rooms. This matter is often a topic of discussion at the teachers' meetings.

Perhaps fifty of our school houses may be said to be well furnished, tastefully decorated and comfortable.

We have nine (9) districts in each of which the assessed valuation of the property is below \$10,000; in twenty-three it ranges from \$10,000 to \$15,000; in twenty-four, from \$15,000 to \$20,000; in seventeen, from \$20,000 to \$25,000; in fourteen, from \$25,000 to \$30,000 and in nineteen districts over \$30,000. These do not include any town schools.

We have no school where a  $2\frac{1}{2}$  per cent tax will not support a school for six months.

Forty of our schools are without libraries.

We had seven schools that enrolled fewer than ten pupils last year and two fewer than five pupils.

I believe that a conference of the leading institute instructors of the State to discuss ways and means of improving the annual institutes would result in much good. I favor such a conference and shall make every effort to attend if one is called by the State Superintendent.

JOHNSON—MISS SARAH J. WHITTENBERG.

#### SPECIAL REPORT.

1. Our county has a permanent teachers' association which holds monthly meetings from September to March, inclusive, except during January and February, when we have township instead of county meetings.

2. Forty-eight of the ninety-two teachers who will teach in our county this year did either our county or State Reading Circle work of last year. Nearly all of the remainder did the work in part. Many of our teachers attend our Southern Normal during the spring term, and we do not insist on those teachers doing all the work of the Reading Circle course for the year.

3. In forty-two of our seventy-two schools Pupils' Reading Circles according to the State plan have been organized.

4. Joint meetings of school officers, patrons and teachers, have been called annually since 1895. These meetings have done much to create a better school sentiment, yet have not been so generally attended by directors and patrons from all parts of the county as I desire. Last winter we made the programs of our township meetings of mutual interest to school officers and teachers, and accomplished more, we think, in the way of securing cooperation and advancing public sentiment than during any previous year.

5. Thirteen of our seventy-two school houses need to be repaired or replaced.

6. Only one school yard is destitute of trees. Trees have been planted in this one more than once, but have been destroyed by pasturing, the school grounds being connected with an adjoining field. Nearly all our school grounds have more than half a dozen trees.

The date designated as Arbor Day for the State is too late for us, but we have encouraged the planting of trees on other dates. These have sometimes been selected by the County Teachers' Association and sometimes by the county superintendent, as Decoration Day.

7. Your term will exclude all of our school houses outside of Vienna, as all except the Vienna school building are heated by stoves, and the heat is distributed so unequally that the school rooms can not be pronounced "perfectly comfortable" in very cold weather. All are more or less decorated, but possibly not more than forty-five have decorations of real esthetic value. Some are beautifully decorated, and the sentiment is growing among our teachers in favor of more tasteful decorations. Nearly all have slate blackboards and small libraries and quite a number have charts, a globe, some maps, and an International Dictionary and holder.

8. The levy for the support of the school made in each of ten districts of my county last year exceeded  $2\frac{1}{2}$  per cent.

9. Seven schools are without libraries.

10. No school enrolled less than ten pupils last year.

11. I believe a conference of institute instructors might be made helpful to the work of the county institutes.

12. I do favor such a conference and will hold the fourth week in June open for that purpose.

## KANE—M. QUACKENBUSH.

In reply to your circular No. 21, I would respectfully report as follows, answering questions seriatim:

1. Kane county has no permanent teachers' association.
2. Opinions as to what is equivalent might differ. I do not know of any Kane county teacher who was not reading one or more good school journals last year; many were reading one or more of the Reading Circle books. I do not know how many were taking the prescribed course.
3. Nearly all the teachers are encouraging the Pupils' Reading Circle or its equivalent.
4. No attempt has been made for a general meeting of school officers. Conferences with boards of different districts are common.
5. All of the city and village school buildings are sanitary and suited to their purpose. A few have not the best system of ventilation. The rural school houses, as a rule, lack in the proper means for ventilation. Few of the older ones remain, having been replaced by new and better ones. The old ones are kept in good repair.
6. About one-third of the school grounds are without trees. Arbor Day is encouraged.
7. Ten school rooms in the county are without "some attempt at decoration." Many are tastefully decorated. Nearly all the school rooms are comfortable. I recall but five that still retain old-time seats.
8. Two have found it difficult.
9. Reports called for last year by this office showed twenty-five schools without libraries, and many reporting libraries have only a few miscellaneous books. Nearly all of the city and village schools have libraries, in most cases of carefully selected books.
10. None that enrolled fewer than five pupils. One school was closed for lack of pupils. I know of but two that enrolled fewer than ten.
11. Institute instructors have a personality not easily altered by conferences, and methods peculiar to each, nearly as firmly fixed as their personality. I believe such a conference would produce good results, and especially so if county superintendents would attend and listen to the plans and methods discussed at such conference.
12. I will leave the fourth week in June open for such purpose.

## KANKAKEE—JAMES H. PETERSON.

1. Yes. Monthly.
2. About one-half.
3. Small.
4. Very little.
5. Two.
6. Thirty-four. Yes.
7. Nine-tenths decorate. Very few exceptions.
8. None known.
9. One hundred and fourteen.
10. Two fewer than ten.
11. Yes.
12. Yes.



## KENDALL—A. D. CURRAN.

In reply to questions on special report:

1. Kendall county has a permanent county teachers' association. Regular meetings twice a year.
2. Seventy-five per cent of the teachers do the Teachers' Reading Circle work, or its equivalent.
3. The teachers are pushing the Pupils' Reading Circle work, and the books are in almost every school. Other supplementary reading is also used pretty generally.
4. Not much success has been achieved along the line of assembling school officers for conference.
5. Five school houses are unsuited to their purpose. A few years ago there were many more, but the spirit of improvement has been abroad, and school directors have "fixed up" the schoolhouses and premises quite generally.
6. Practically there are no school grounds without trees. Arbor Day has been observed for the past eight years, and the different school premises show the good results from the observance of the day. Bird Day is celebrated in connection with Arbor Day in a number of the schools. I am heartily in favor of both these days.
7. School room decoration is growing. Most of the teachers are trying to do something to decorate their school rooms. The matter of school decoration has a prominent place in our teachers' meetings under competent instructors. About twenty-five to thirty school rooms are well furnished, tastefully decorated and comfortable.
8. I believe all the districts in the county maintain school from six to nine months and do not find it difficult to do this with the limit of taxation at 2½ per cent.
9. About fifteen schools are still without libraries, but it is hoped and expected that none will be without a library at this time next year.
10. There were six schools in this county last year that enrolled less than ten pupils and one enrolled fewer than five.
11. Doubtless the work of the county institutes could be made more valuable by a conference of institute instructors. I believe it would give more definite work and better results.
12. I most assuredly favor such a conference next year, but some other week than the last one in June would suit better, as that is institute week in this county.

## KNOX—S. S. WILKINSON.

1. Yes. Annually.
2. One-half of them.
3. Very slight extent.
4. Very little.
5. Not more than six.
6. Thirty. Yes.
7. ——— ———.
8. Four.
9. Six.
10. Ten fewer than ten pupils. Two fewer than five.
11. No.
12. No.

## LAKE—M. W. MARVIN.

Answers to questions published in Circular 21:

1. Lake county has no permanent county teachers' association.
2. At least 95 per cent of our teachers do the State Teachers' Reading Circle work or its equivalent.
3. The Pupils' Reading Circle work as planned has not received much attention. Owing to our geographical location teachers have found it handier to purchase books in Chicago.
4. During the past two years no effort has been made to get school officers together. One township treasurer and one director responded to the only call I ever made for a county conference.
5. Our school buildings are in pretty fair condition. Perhaps 25 per cent of them are unsanitary or otherwise unsuited for school purposes. In most rural school houses facilities for good light and ventilation are not plentiful.
6. Most of our school grounds are supplied with one or more trees; no more than 5 per cent are without any shade. Arbor Day exercises are encouraged. Dry weather, the maple scale and other destructive agencies have killed many native and cultivated trees in our school yards during the past few years.
7. Our teachers are doing considerable in the way of school room decoration, if that term stands for a free use of Perry pictures and similar prints. Some attention is being given to wall-tinting also. As standards of taste are so varied, I can not hope to give a satisfactory answer to the last part of this question. Very few of the older school rooms are perfectly comfortable, yet most of them serve very well the purpose for which they were built.
8. There are no districts in this county unable to maintain school six months with the limit of taxation at two and one-half per cent. There are four districts where it would be a difficult matter to maintain a legal school if teachers (beginners) could not be hired for less than the average salary. There are so few openings for inexperienced candidates that some of them will take positions in these small schools at a nominal salary in order to get started in the work.
9. Sixty per cent of our schools are still without libraries although nearly all of them have collections of books belonging to the teacher or the pupils, which will in time create a demand for more libraries.
10. No school in the county enrolled fewer than ten pupils last year.
11. A properly conducted conference of institute instructors might improve the work of the county institutes.
12. The fourth week in June is "institute week" with us.

## LaSALLE—U. J. HOFFMAN.

In reply to yours for a special report from LaSalle county, I will say:

1. The LaSalle County Teachers' Association is the permanent organization of the teachers of this county. It meets annually the first week in February. The attendance is usually from four to five hundred teachers.
2. Nine tenths of the teachers do work equivalent to the Teachers' Reading Circle work. Last year teachers holding Second grade certificates passed a test in Dr. Charles McMurry's General Method and in the Special Method for Geography, History and Reading. Those holding First grade certificates passed the test in General Method and Taylor's Study of the Child.
3. Out of the 273 country and village schools, 208, have one or all the annual sets of books selected by the directors of the Illinois Pupils' Reading Circle. While these books are extensively read by the pupils and their parents, only a few teachers are having the work done in accordance with the directions of the board. Not more than a hundred diplomas are issued.

4. I have made no effort to assemble school officers for conference.
5. My estimate is that one-half the school houses are unsanitary and not at all suited to the best school purposes.
6. About one-third of the school houses are without trees. I encourage Arbor Day and it is also quite generally encouraged by the teachers. But the school grounds not being fenced, and for want of care, trees planted in the past have not grown, hence the directors make no effort to remedy matters.
7. The cities of Ottawa, Streator, Mendota, and the township high schools at Ottawa, Streator, Peru-LaSalle have done much toward proper school room decoration. The country and village schools do something in this line, but the teachers have to buy the pictures and so the character of the decorations is necessarily inexpensive. The janitor service in many cases is very unsatisfactory. Country teachers generally do their own janitor work or get it done by a boy. In some of the villages and cities the work is given over to some old or needy person as a matter of charity. This is not conducive to clean school houses. There are not more than 175 well furnished, tastefully decorated and perfectly comfortable school rooms out of 503 in the county.
8. No districts find it impossible to maintain six months of school under the 2½ per cent limit. There are a few cities and villages that find it difficult to maintain nine months of school.
9. About 71 out of the 279 districts have no library.
10. There are 23 districts that enroll less than 10 pupils during the year, and 5 districts that enroll less than 5 pupils. There are about 20 districts that enroll only 10 pupils during part of the year. For the greater part of the year these enroll less than 10 pupils.
11. I believe a conference of institute instructors would materially improve the efficiency of the institute.
12. I heartily favor such a conference and will promise to attend such a conference and do all within my power to secure attendance of those whom I shall employ in my institute.

LAWRENCE—H. W. HOSTETTLER.

In answer to circular No. 21 I respectfully submit the following:

1. We have a County Teachers' Association that meets three times each year, also township meetings once a month in each section.
2. About 80 per cent of the teachers did the State Reading Circle work last year.
3. We have no well regulated system of Pupils' Reading Circle work in the county, but the individual teacher is doing much in many of the schools.
4. I have had no success as yet in this matter, but hope to reach more of them this year through the township work.
5. Twenty.
6. Nine. I do.
7. Most of my teachers decorate their rooms with pictures and flowers; a few do not. There are few, if any, well furnished, tastefully decorated, and perfectly comfortable school rooms in this county. There are many good school rooms, but this question is too strong for any one room in this county to meet it.
8. None at this time.
9. Forty-eight, but most of these have dictionaries and reference books.
10. No school in the county enrolled fewer than ten pupils last year.
11. I believe it could.
12. I favor such a conference and shall hold the last week in June open next year if you call such a meeting.

## LEE—I. F. EDWARDS.

We have no permanent county teachers' association in Lee county. Very few, if any, of the Lee county teachers take the State Teachers' Reading Circle work. Have done very little in the way of assembling school officers for conference. I think from five to ten of the schoolhouses are unsanitary. Very few school grounds without trees. I have and do encourage Arbor Day. I have encouraged school room decorations and about twenty-five of my school houses are nicely decorated and are quite comfortable.

All the districts can maintain school six months with the limit of taxation at 2½ per cent.

I think about one hundred (100) of our schools are still without libraries, but they are putting them in very fast at present. I don't believe there were to exceed five schools that had fewer than ten pupils.

The work of the county institutes ought to be improved by such a conference as you suggest.

I shall be pleased to hold the fourth week in June open for the above purpose.

## LIVINGSTON—C. R. TOMBAUGH.

I have the honor to submit the following answers to the questions propounded in your Circular No. 21, asking for a special report from me:

1. We have no county teachers' association, the old county association having disbanded six years ago. Since that time all educational meetings in the county have been under the direct supervision of the county superintendent. We hold each year two two-day county institutes and numerous local meetings in addition to the annual institute.

2. Nearly all of our teachers do all or part of the Teachers' Reading Circle work. The past year thirty-one well attended monthly meetings were held in various parts of the county, and at these over one-half of the time was devoted to a discussion of topics taken from or suggested by "Taylor's Study of the Child." The renewal of certificates was based largely on an examination on "Taylor's Study of the Child," the questions asked being selected from a list which was prepared by me and sent out from this office.

3. Our teachers have been repeatedly urged to do what they could to secure good libraries for their schools and the county superintendent recommends that the Illinois Pupils' Reading Circle books be made the nuclei of such libraries. The result is that our teachers generally have interested themselves in procuring good reading for their pupils; the number of books in our libraries has increased from 3,154 in 1895, to 9,889 in 1900, and the interest is growing. About one-half of the books that are procured are selected from the list of the Illinois Pupils's Reading Circle

4. I have held two generals meetings of school officers. Last year we held one in Pontiac which was attended by about 150 persons. At this meeting a lively interest was manifested and committees were appointed to arrange plans for a meeting each year. Meetings were also held in each of the thirty townships in the county at which 327 of our directors were present.

5. I scarcely know how to answer this question. Many of our school houses are not in as good shape as they should be although there are very few where the children are not fairly comfortable. In a considerable number of districts, directors are either careless or ignorant concerning the proper lighting of the school room, but much improvement is noticeable in this respect.

6. Thirty-nine. The observance of Arbor Day has been persistently urged by me, and the circulars issued by the Superintendent of Public Instruction have been transmitted to teachers and school officers accompanied by an earnest recommendation that well selected trees be procured and set out. We have been pleased to note that the suggestions have been carried out in many districts.

7. The matter of school room decoration has been discussed at our last two annual institutes. This year Superintendent O. T. Bright of Cook county was assigned forty minutes each day for work along this line. Our teachers are interested in making their school rooms attractive, but much remains to be done in giving direction to their efforts and to those of the directors.

8. None.

9. Our annual report to the Superintendent of Public Instruction indicates that 120 districts have no libraries aside from dictionaries. I think that this number is too large, as many districts put in libraries last year after our visits to those schools, and our office records do not show the correct number. We find that directors frequently neglect to report libraries and consequently the treasurer's reports to us are so inaccurate that we must rely largely upon our visitation records for necessary data.

10. Eight of the 261 schools in our county last year enrolled less than ten pupils. There were none that had an enrollment less than five.

11. I think that the work of the county institutes would be improved through conferences of institute instructors.

12. I favor holding such a conference next year and will hold the fourth week in June open so that our institute will not conflict with such a meeting.

LOGAN—E. P. GRAM.

Referring to circular 21:

1. Yes. Quarterly and annually.
2. Eighty per cent do its equivalent.
3. Seventy per cent encourage equivalent.
4. Surprised by a larger attendance than expected.
5. One hundred and thirteen unsanitary; fifty unsuited for school.
6. Ten. Yes.
7. Keeping the house clean. None.
8. None.
9. Twenty per cent.
10. (a) One. (b) None.
11. Yes.
12. (a) I do. (b) Yes.

MACON—JOHN G. KELLER.

Response to circular No. 21:

1. Yes, sir. Six or seven times per year.
2. Not very many do the regular Teachers' Reading Circle work, yet I suppose 90 per cent pursue a course equivalent to it.
3. We do not carry the Pupils' Reading Circle work alone but embody it in our local circulating library which gives the great majority of children access to the Reading Circle books. I am satisfied that we cover a larger scope of reading than by taking it alone. It places more of a variety and also a larger number of good books into the hands of the children. Each school on the list of circulating libraries has access to 260 books.
4. I have not been very successful.
5. Not more than about five that should really be replaced by new ones.
6. About 10 per cent of the school grounds have no trees. I do encourage it. But in this county the schools are closed before Arbor Day, so we use some other date.

7. The last two years we have observed the third Friday afternoon in September as decoration day, that time being set apart for decorating the school room, cleaning up the school yard, that is, removing weeds and rubbish of all kinds, and making a flower bed to be cared for permanently by the children and teacher. This has resulted in much good as to school room decoration and neatness of school grounds. It has led to setting out many trees during the last year or two. I suppose not more than 20 per cent of the school rooms are real tastefully decorated, but nearly all of them are decorated to a limited extent. A much larger per cent are well furnished and comfortable.

8. None at all.

10. One.

11. Yes.

12. (a) Yes. (b) Yes.

MACOUPIN—MANNING M. KESSINGER.

Report of circular 21:

1. Yes; annually.

2. About 40 per cent do the work.

3. Nothing is being done to encourage the work.

4. Very unsuccessful.

5. About twenty-five.

6. About forty. Yes.

7. Very little. About 80 out of 261. I am encouraging the work this year.

8. None.

9. About 123.

10. Two. None.

11. Yes; a conference of institute instructors is just as much needed as a teachers' institute is for the teachers.

12. Yes.

MADISON—M. HENSON.

Circular 21; answers:

1. (a) Yes, sir. (b) Four times a year.

2. About seventy-five per cent.

3. About seventy-five per cent.

4. Fair success.

5. I feel they all answer.

6. (a) Twenty per cent. (b) Yes, sir.

7. At least fifty per cent.

8. None.

9. About twenty-five per cent.

10. (a) One. (b) None.

11. Conferences properly conducted are usually good.

12. I expect to hold my normal in June and will not have time.

## MARION—JOHN E. WHITCHURCH.

In answer to circular No. 21:

1. A permanent county teachers' association was organized last year. It held two two-day meetings last year. The constitution now provides for a two days' meeting the first Friday and Saturday in October and two Saturday meetings after the holidays.
2. One hundred and sixty-five or more of our teachers did all or a part of the State Reading Circle work last year. One hundred and thirty-two sets of books were sold in this county. The Second prize, offered by D. Appleton & Co. for Reading Circle work, came to this county.
3. Forty odd teachers raised funds last year for district libraries. Many purchased part of the books belonging to the Pupils' Reading Circle list. About 800 volumes more than were given in my annual report were added to libraries.
4. No meetings of school officers have been called.
6. I do not quite understand your questions. Our rural schools with few exceptions are of the type sometimes termed "box-car" style, which can not be heated, lighted, and ventilated properly. Some improvement has been made in the new buildings in the matter of ventilation (sash on pulleys), and interior finish. Three houses are in very poor condition. I have called the attention of directors to "The Model Rural School House" planned by ex-State Superintendent John R. Kirk, of Missouri. One rural district is seated with single seats. Another will put them in this fall.
6. About 45. I do.
7. Very little has been done. This is especially true of the country schools. A few cheap pictures, frequently advertisements, and an occasional bunch of autumn flowers and products of the farm, usually constitute the decorations. About 40, or about 85 leaving out what was said in No. 5.
8. Fourteen.
9. Sixty-eight. But 14 districts reported libraries last year.
10. Not any.
- 11, 12. It is a question whether such a conference would result in much good, but I am willing to hold the fourth week in June open for that purpose.

## MARSHALL—MAC M. MALLARY.

Replying to your circular letter of Aug. 10th, I beg leave to submit the following report of the schools of Marshall county:

We have a permanent County Teachers' Association which meets regularly not less than three times a year, and in addition to these regular meetings we have special township meetings and district meetings. These local township meetings are conducted by myself with the assistance of one or two of the best teachers in the township.

The plan is as follows: After spending a week in the township visiting schools, the teachers assemble at some central point and the work is canvassed carefully, questions as to classification, methods of raising funds for library purposes, best method of teaching, and any other points that are of interest to the teachers and patrons, are taken up and thoroughly discussed. I find that these meetings are doing a great deal of good for our schools, so much so that I expect to continue the work during the coming year.

All of our teachers do the State Teachers' Reading Circle work. I find that it is very beneficial to them and the schools.

We have made no especial effort in assembling the officers of the county, but they meet with us during our general and local meetings and enter freely into the discussions. Our school boards as a rule are ready and willing to do *any thing* that will advance the interest of the schools.

About one-half of our school buildings are in excellent sanitary condition, the others are poorly constructed, poorly lighted and not at all adapted to the wants of the pupils. Much has been done, however, in arousing the directors to the necessity of better school buildings, better equipments and better surroundings for the children. I am inclined to think that we are rapidly approaching the time when the idea of one school in the township, centrally located, will take the place of the present system of district schools.

There are but few of the schools in the county without shade trees. Much attention has been paid within the last few years to Arbor Day, and the children have been encouraged in the planting and caring for trees.

During the past two years especially, the majority of our teachers have done much in the way of schoolroom decoration. About half of our schoolrooms are tastily decorated, well furnished and quite comfortable, and the children that are privileged to attend these schools make much more rapid progress in their studies and are more regular and punctual in attendance, in fact the influence of a pleasant schoolroom is very great, and I believe it is the duty of every teacher and of every school board to put forth every effort in this direction and see to it that the children have a comfortable and pleasant place in which to do their work. "The best there is, is none too good for the children."

We have no districts in the county that do not maintain school longer than six months, and all our school boards could maintain school for at least nine months at the present rate of taxation, two and one-half per cent.

There are very few of our schools without libraries, not more than five per cent of the number.

A great many of the schools have excellent libraries, some of the districts having between 200 and 300 volumes.

There are six schools in the county that enrolled fewer than ten pupils last year, and but three fewer than five. The three that enrolled less than five will not maintain school this year, but the pupils will be conveyed at the expense of the district to other schools. This I consider a step in the right direction and points to a solution of the problem, i. e., what can we do to better the rural schools? I am not so sure as to the benefits that may be derived from a conference of institute instructors. I do not know just what could be gained along this line; nevertheless, I am heartily in favor of any conference that tends to help us. As to keeping open the last week in June, I shall be glad to do so, providing it can be shown that we would receive benefit from such a conference. You, I presume, are aware of the fact that those of us who have no assistance in the office have but very little time to spare and can not afford to lose the time from our work unless we are convinced that we absolutely gain something, and right along this line I wish to add that I believe it to be the duty of the State department to make an effort to bring about such a change in the school laws of the State as will provide every county superintendent, having at least one hundred teachers in his county, with an assistant.

#### MASON—MATTHEW BOLLAN.

In reply to your circular dated August 10, 1900, in which you submit several questions in regard to the school work, the teaching force, and the work of supervision in the county, I beg leave to submit the following special report: In general, I am inclined to regard the work in the county as being in a fairly prosperous and progressive condition. This is evidenced by the very general disposition on the part of the various boards of directors to put into better condition the school houses and school grounds throughout the county, to purchase furniture and needed apparatus for the schools, and to provide generally for the comfort and care of the pupils. In September of last year I issued a circular calling the attention of the teachers and directors to the need of school libraries where they did not already have them, and outlining a plan for small circulating libraries. The response to this circular was almost general and as a result, almost all of the schools have access to good books, many of them having in addition to the circulating library a small per-



manent library. As a result of this movement nearly one thousand new volumes were purchased during the year, nearly all of which were in the rural schools; the city of Havana has a public library to which the pupils have access. Nearly one thousand volumes were purchased for this library during the year.

The schools are generally a reflection of the teaching force, and I think our county never had a more earnest and progressive body of teachers. The attendance at our teachers' meetings and institutes has been very nearly the entire teaching force, and during the present summer there were more than one-third of the number engaged away at the various summer schools. A very large percentage of our teachers do Reading Circle work. Many of them use the State Reading Circle books, others read books selected and approved by our county association. There seems to be a healthy school spirit throughout the county. I hear very little grumbling about the burden of school tax, and while the wages have not advanced as I should like to have seen them, and as I think the improved condition of our teachers merits, yet they have not felt the general depression as have wages in other lines of work.

1. We have a regular county organization of teachers known as the Mason County Teachers' Association, and having for its membership the entire number of persons who hold live certificates in this county. The association holds two regular two-day meetings during the year, one on the second Friday and Saturday in November and the other on the second Friday and Saturday in March. These meetings are attended by more than ninety per cent of the teachers actually employed. I submit herewith a characteristic program showing topics discussed at these meetings.

2. About eighty per cent of our teachers do Reading Circle work.

3. Thus far the teachers have done very little with the Pupils' Reading Circle work, but those teachers who have the circulating library are doing an excellent work in directing the reading of their pupils. From reports on file in my office, I find that many of the pupils read as many as twelve of the books during the last year.

4. I have had but one general meeting of the directors of the county. It was a success so far as attendance and interest are concerned. More than one hundred and fifty directors were present. The subject to be considered was of general importance, however, or I fear the attendance would have been much lighter. I count it impossible to hold directors' meetings regularly until some provision is made by which the actual expenses of the directors while in attendance can be met out of the school funds.

5. As I have said above, the school houses and grounds are in a fairly good condition. There are a few houses that are still unfit for the purposes for which they are used, but there is a very general disposition to improve them.

6. Nearly every year during my term of office, I have issued a circular calling the attention of the directors, patrons and pupils to the proper observance of Arbor Day. The results of these efforts have been very gratifying. Many of the schools have started trees and are caring for them. Where it is possible, the teachers and pupils have done something toward getting grass and flowers about the buildings, but this is very difficult in many parts of the county owing to the sandy soil.

7. I have called the attention of the teachers to the matter of school room decoration upon every proper occasion, with most success, however, when visiting schools, as the children themselves will take a lively interest in this matter if brought to their attention by a talk during the visit of the County Superintendent. We have many neatly decorated rooms, but there are a few who over do the matter of decoration and others who, while they are good workers in other lines have no taste for this sort of work.

8. In answering your eighth question I do not wish to be misunderstood. I do not believe that there is a district in my county in which a tax of two and one-half per cent upon an honest assessment of the property would not be amply sufficient to maintain a six months' term of school. In fact there are very few districts that would require such an amount. As it is many of

them levy only one per cent. The chief difficulty, where any difficulty exists, comes from the failure on the part of the assessor to list the property especially the personal property.

9. Approximately, about twenty of our schools are still without libraries.

10. I know of no school that enrolls less than ten pupils.

11 and 12. I certainly think that the work of the County Institutes would be benefited by a conference of the institute workers. I favor such a conference and shall be glad to hold the fourth week in June open for such conference if notified by you that that week is selected.

MASSAC—J. M. REYNOLDS

I answer your questions in circular 21, as follows:

1. It has not.
2. About one-half.
3. One used the Reading Circle books while nearly all used some supplementary work.
4. Very little success.
5. None. Some are not properly ventilated.
6. Five without trees. I do. I send your Arbor Day circular to all directors.
7. Nearly all decorate. I appointed a committee of the day and tell how and with what the rooms should be decorated and to arrange a program for entertainment on that day, Oct. 27.
8. Three.
9. About 30. Some few books in nearly all schools.
10. None.
11. I do believe the work in institutes could be wonderfully improved. My institute this month was strictly professional, conducted by Prof. James Kirk, and still a great many teachers thought it should be as of old.
12. I favor such a conference, and am willing to hold open any week you may select for the purpose.

McDONOUGH—JAMES M. PACE.

The following answers are in regard to Circular 21:

1. We have. Once a year.
2. About two-thirds of them.
3. Very little.
4. Had but little success.
5. Probably ten or twelve.
6. About ten or twelve. I have.
7. Quite a large per cent are decorated. Most of our rooms are very comfortable.
8. None.
9. About 50 or 60. Nearly all have dictionaries and some books.
10. Some eight or ten may have less than ten in the spring and more in the winter.
11. I do.
12. I do and will try to hold it open.

## McHENRY—W. E. WIRE.

In reply to Circular No. 21, will say:

1. We have two permanent County Teachers' Associations; "The McHenry County Teachers' Association," holding a two days' session three times each year, fall, winter and spring. We have a "Principals' Association" holding nine meetings each year.
2. All teachers in McHenry county took the State Reading Circle work last year. 176 teachers took the examination and received certificates.
3. At least 100 schools in McHenry county have school libraries and the nucleus of most libraries is the Pupils' Reading Circle work, or its equivalent.
4. I have made no effort to assemble the school officers in my county. I invariably make them a personal call in my annual visits to their respective districts.
5. At least 50 out of 143.
6. Nearly all school grounds have trees. We encourage Arbor Day and considerable is being done in tree planting.
7. A special feature of our institute this year was school room decoration and sanitation. Our teachers were interested in the subjects and we shall look for a marked improvement in the future. Heretofore we have done but very little along this line. There are perhaps 10 well furnished, *tastefully decorated* and perfectly comfortable school rooms in the rural schools.
8. Not any.
9. About 40 schools are without libraries.
10. Estimate about 20, fewer than 10 pupils and none fewer than 5.
11. Yes.
12. 1st, Yes. 2d, Yes.

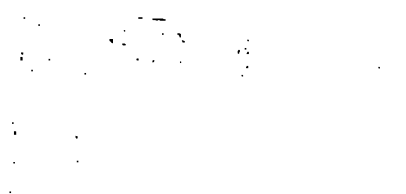
## McLEAN—JOHN S. WREN.

Permit me to answer the questions in you circular of Aug. 10th, as follows:

1. We have a County Teachers' Association that has held semi-annual meetings of one day each for the past five years.
2. I do not know.
3. Many libraries have been put into smaller schools and the Pupils' Reading Circle books are in most of them. Some work is done and certificates earned, but I don't know how many.
4. We have called but one such meeting, that was in 1895. About 100 responded and appointed a committee of 30, one from each township, on textbooks. A list was recommended by this committee and adopted in nearly all districts. It was a success.
5. Very few. While a good many are not very modern, they are neat and clean and serve the purpose very well.
6. About 30. We encourage Arbor Day and much good is accomplished by it every year.
7. Scarcely a school room can be found in the county without some attempt at decoration by teacher and pupils. Many are tastily decorated.
8. None except the cities.
9. Thirty-eight of our schools have no libraries.
10. About twelve enrolled fewer than ten. I know of but one that enrolled fewer than five.
11. I think not.
12. I do not favor such a conference.



PLATE XV. (1)



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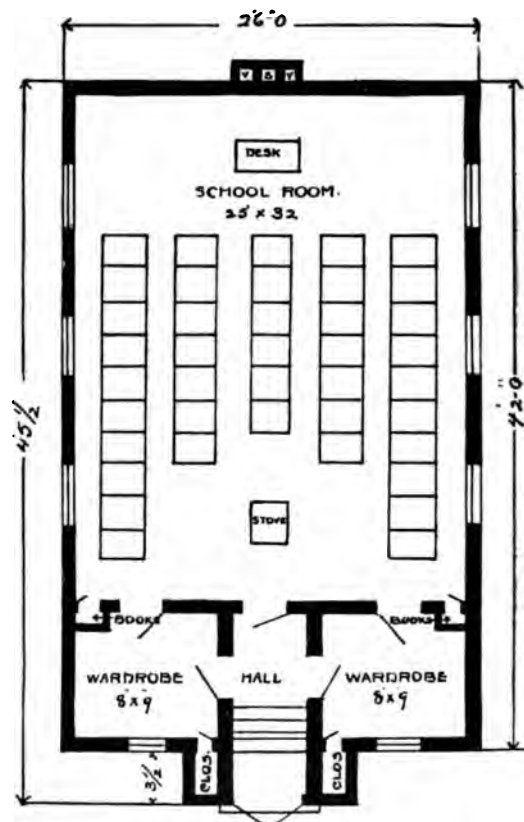


PLATE XV. (2)

## MENARD—GEORGE C. POWER.

In answer to your circular letter of Aug. 10, 1900, I have the following to say:

Our County Teachers' Association has a permanent existence, is in a flourishing condition and meetings are held twice each year—in the autumn and in the spring. More than ninety per cent of the teachers of the county attended both meetings last year.

Last year our teachers did but a part of the State Reading Circle work, substituting for the "Beginners of a Nation" other material which we thought better suited to our needs. Ninety-eight per cent of the teachers did the Reading Circle work as outlined for our county, and more than fifty per cent of them secured professional certificates. A much larger percentage would have secured these certificates, no doubt, had they attended the division meetings more regularly and taken the examinations given at the close of the course. Holders of professional certificates had their legal certificates renewed for the school year upon which we have entered. This year we are taking the State Reading Circle course entire.

The Pupils' Reading Circle work has as yet received but little attention. However, a copy of the Pupils' Reading Circle booklet was placed in the hands of each teacher in attendance at the Annual Institute, and we look for an awakening in this line. We still have thirty-four schools without libraries of any description, and it is my purpose to give special attention to these matters during the coming year.

So far as I know no effort was ever made to assemble the school officers of Menard county, but I am now preparing a circular letter to directors, and among other things discussed is the advisability of holding a directors' meeting. I have talked with quite a number of school officers about it during the past year and all approached expressed themselves as heartily in favor of the movement. Hence it is not too much to expect such a meeting during the present year.

We have but three schoolhouses in the county that are really unsanitary. Practically all of our schoolhouses are in good repair and situated in healthful locations. There is but little or no shade in eighteen school yards, but in the remaining ones, forty-three, every evidence indicates that the observance of Arbor Day is not only encouraged but heeded.

Indications point to an unusual amount of interest among the teachers this year in schoolroom decorations. Some hang pictures of real merit on the walls, others make generous use of potted plants and cut flowers; still others make use of paper decorations and mottoes, and quite a number make use of penny pictures of noted men and women, tastefully arranged in groups. One very hopeful sign in the direction of schoolroom decoration is found in the large number of boards of directors who, during vacation time, gave their schoolhouses a thorough renovation—calcimining the walls and painting the interior wood-work. I think it may be truthfully said that we now have forty-five well furnished, tastefully decorated and comfortable schoolrooms in Menard county out of a total of sixty-one.

We have, as nearly as I can ascertain, six districts that find it difficult to maintain school six months, as required by law, with the limit of taxation at two and a half per cent.

There were no schools with a total enrollment of less than ten pupils in this county last year.

It is my opinion that much good ought to result from a conference of institute instructors, and in harmony with such an opinion I am willing to consent to hold open the fourth week in June for that purpose as suggested.



## MERCER—C. L. GREGORY.

1. Our teachers' meetings are divided as follows: The principals' association which meets three times a year at the office of the county superintendent; the township institutes which are held four times a year, the managers reporting to the county superintendent; the general meeting of teachers which is held under the direction of the county superintendent once a year,—at Thanksgiving. Sometimes we hold two general meetings a year but not often. I find more good is accomplished at the township meeting, as the teachers feel more disposed to take part and express themselves.

2. Practically all our teachers are doing the Reading Circle work. This work is given a place on the program of the township meetings.

3. We have done nothing with the Pupils' Reading Circle work but the teachers are urging the library question with good results. I think at least two-thirds of our schools have a good start in this direction.

4. I have made no particular effort in this line.

5. As a rule our school buildings are in good shape. The new ones being built have all modern conveniences of a country school.

6. Practically none. Arbor Day is observed—trees planted and yards cleaned.

7. Our teachers are interested in this subject and I find many tastefully decorated rooms.

8. None of which I am advised. Some were unable to do so on two per cent but the change in the law remedied the matter.

9. Possibly one-third. But this year will I believe find a library in every school in the county.

10. Approximately. Ten. Five.

11. Yes.

12. Yes. Yes.

## MONROE—HENRY EISENBART.

Monroe county has no permanent county teachers' association.

None of our teachers are doing the work of the Illinois State Teachers' Reading Circle, but twenty-six of them are members of the Teachers' Library Union of Chicago and are pursuing a course of reading recommended by that association.

We have fifty-seven school houses in our county. Of this number fifty-five are in good condition. Quite a number of new school houses have been built during the last two years. All are well supplied with comfortable desks and two-thirds of them are provided with the necessary supplies and apparatus.

Two-thirds of our school grounds are without trees. Many of our teachers spend Arbor Day in planting trees but as the grounds are not inclosed in fences the trees are usually destroyed by stock during the summer months.

Our teachers take great interest in decorating their respective schools. Two-thirds of them are tastefully decorated and well furnished, and all but one or two are perfectly comfortable.

We have no districts that find it difficult to maintain school for six months with two and one-half per cent taxation. Many of our schools are in session eight months, five or six are in session nine months and none enroll fewer than sixteen pupils.

During the past two years one-fourth of our schools established libraries. These libraries are small, each district procuring same, investing only a few dollars, but it is the aim of these districts to increase the number of volumes from year to year.

*We have one district with an extensive library consisting of several hundred volumes.*

I believe that the work of the county institutes could be materially improved by a conference of institute instructors. I am in favor of such conference next year and shall be pleased to hold a week open for that purpose.

MONTGOMERY—W. J. McDAVID.

The public schools of Montgomery county are certainly in a hopeful condition. I could not ask a more faithful corps of teachers. Our summer institute enrolled two hundred and seventy-five employed and unemployed teachers. We have two hundred and twenty-seven positions for teachers in the county. We have two hundred and twenty-nine teachers who have met the requirements for professional certificates this summer. One hundred and ninety-six took the examination and thirty-three attended one of the normal schools, as much as six weeks. In reply to your questions, we have a permanent County Teachers' Association, which meets twice a year, beside the institute. In harmony with this we have twelve permanent district associations, which meet three times each, at each of the twelve places appointed by the superintendent during the year. At these meetings the Reading Circle work is regularly discussed in connection with other topics of interest to the schools. The record of attendance and work done in these district meetings, form part of the basis upon which teachers will have certificates renewed without examination. Only a few of our teachers give special attention to the Pupils' Reading Circle.

Our effort to secure conference of school officers succeeds slowly. We gained about 100 per cent. on last year; from twenty-five last, to fifty this year.

The country school house is not what it should be, but Montgomery county compares favorably with her neighbors.

Arbor Day has not been receiving the attention its importance demands. The bare grounds of far too many school houses, attest. This year the subject will be given prominence in the district meetings and we hope for good results.

Quite a number of the teachers manifest commendable zeal and good taste in decoration of school rooms. This important phase of education demands much more attention.

The districts, without exception hold six months of school during the year. There is a general move in the county to secure libraries, but many schools in the country, are yet, without books.

We have no schools which enrolled less than five, and but two, which enrolled less than ten last year.

I am much in favor of a conference of institute teachers, and will hold my time to attend such a conference the fourth week of next June.

MORGAN—FRANK A. JOHNSON.

Our county has a permanent organization and meets the first Saturday in each month during school months.

I think 50 per cent. of the teachers do a part of the Teachers' Reading Circle work, or its equivalent.

Our teachers are doing nothing with the Pupils' Reading Circle work, but they are giving more attention to their pupils' reading.

I have not been much encouraged over our school officers' meetings. I have attempted it and shall do so again. I had some of them in conjunction with teachers.

We have many of the so called "box car" houses in this county. There are five that are unsuited to their purposes.

We have four school grounds without shade.

All have trees but some have been planted recently.

I am in favor of Arbor Day, but think it comes too late for most of our schools.

Our teachers are giving attention to school room decorations. There are seventy-five tastefully decorated and perfectly comfortable rooms in this county.

There are no such schools as question eight calls for in this county.

There are sixty-five schools without libraries.

There were three schools that enrolled fewer than ten pupils last year. One, fewer than five.

I think county institutes could be improved by a conference of institute instructors.

Our county institute passed a resolution recommending an earlier date for our next institute giving as a reason that many of the teachers' vacations were interfered with on account of the lateness of it. Institute was held this year the last two weeks in June.

On this account I prefer the first week in June for the conference that we may be benefited.

#### MOULTRIE—B. F. PEADRO.

I have carefully collected information asked for in Circular No. 21, and submit it by items as called for:

1. We have a permanent Teachers' Association, meeting once a month.
2. From teachers' report to me 98 per cent read at least one of the Reading Circle books. I insisted on them reading Taylor's Child Study, and they did so.
3. Every teacher in the rural schools reported to me that their pupils took the Pupils' Reading Circle work, or its equivalent, except ten. Of the graded schools two did not take it.
4. I am sorry to report a failure. I made one effort to get a county meeting and failed.
5. Thirteen out of eighty-five.
6. (a) Thirty are with trees sufficient for shade. (b) I encourage the observance of Arbor Day.
7. Every house in the county is decorated with pictures except four which are new and not yet finished.
8. There are none.
9. I find but two but that report libraries. In one instance the house and library were both burned. Libraries vary from, I will say, 10 volumes to 300.
10. I believe I am correct in saying that we have but one school in the county having less than ten pupils and that one had but two during the year.
11. I do.
12. The fourth week of June is my county institute week, and I do not care to change it, as it will so interfere with my arrangements. Will, however, consider.

#### OGLE—JOSEPH M. PIPER.

Replying to your Circular No. 21.

1. This county does not have a permanent Teachers' Association.
2. Nearly all do more or less reading. There is a Teachers' Circulating Library in the County Superintendent's office which is used instead of the State Teachers' Reading work.
3. *Nearly all of the teachers of this county encourage the Pupils' Reading Circle work.*

4. I tried during two years to assemble the school officers of the county for conference. The first year I met with good success, but the second year they were quite indifferent. I shall make further effort in that direction this year.

5. About 8 per cent.

6. About 10 per cent. I encourage Arbor Day. The Arbor Day circulars often come so late that I can not make any use of them. I should have them at least three weeks before the time in order to make any use of them. Four weeks would be better. The children must have time to learn the pieces.

7. Nearly all the school rooms in the cities and villages are well furnished, tastefully decorated and comfortable. There are about sixty well furnished rooms in this county.

8. Some find it difficult, but none impossible, to run school six months on the 2½ per cent.

9. About half of the schools of this county are without books enough to be called a library.

10. Eight schools enrolled fewer than ten pupils. None enrolled fewer than five pupils.

11. I do.

12. I favor a conference next year, the fourth week in June. I will hold open the fourth week in June for such conference.

#### PEORIA—J. L. ROBERTSON.

Complying with your request in circular No. 21, I have the honor to furnish you the following information:

1. Peoria county has a permanent county teachers' association. The county is divided into divisions and each division is in charge of a local manager, appointed by the county superintendent. These divisions hold regular meetings once a month during the school year. The county superintendent and local managers constitute an executive committee. The executive committee furnish the programs for the entire year. The local committee and local manager make the assignments of work from month to month. Previous to this year, all divisions have met the last Saturday of each month; this year the meetings are held on different Saturdays so as to enable the county superintendent to visit the local divisions more frequently. (For further information, consult the enclosed manual and course of study of the association for 1900-1901.)

2. The Teachers' Reading Circle work is done in connection with the work of the county association. The association, at the annual meeting, held during the annual institute, adopts the books for study for the ensuing year. It has been the custom to give the books of the State Reading Circle first consideration; if they meet with favor or suit our conditions they are adopted, and all the teachers do the reading. In the past six years we have adopted and used the entire course of the Reading Circle three times; the other years only one book of the course has been adopted and something else substituted for the second book. Fully ninety-eight per cent of the county teachers do the association work faithfully as shown by the local managers' reports. No written examinations upon the Reading Circle work are given. Little or no attention is given to the Reading Circle work by the Peoria city teachers, although a few attend the county meetings and take part in the work. I might say, in this connection, that a failure to do the association work forfeits the teacher's right to a renewal of his or her certificate. (See enclosed circular regarding renewal of certificates.)

3. The Pupils' Reading Circle work is encouraged by the teachers in all parts of the county, especially in the rural schools. The work is mainly carried on through the school library movement. Not much effort has been made to get the pupils to buy the books for themselves, but the teachers and pupils have by entertainments and various ways, during the past year raised and expended for books, \$1,133.17. Of the books in our district libraries, 1,868

volumes have been selected from the Pupils' Reading Circle lists. We ask our teachers to make, each year, a library report upon a blank furnished by this office. (Copy enclosed.) From these reports we find that 1,323 pupils have read one book, 974 have read two books, 790 three books, 604 five books and 531 have read more than five books during the past year. Several of our rural schools and one or two city schools have regular Pupils' Reading Circle clubs or societies, who do the required reading each year and get the diploma and seals. In several places the granting of the diploma and seals is made a public affair; addresses are given by invited guests, school officers and others, and much good is accomplished.

4. We have made several efforts to get our school officers to assemble for conference, but success has not crowned our efforts. We have sent invitations and urged them to attend meetings but only a few have responded.

5. We have 166 school buildings in this county; of these fifteen are unfit for school purposes. Several of the above are, however, being repaired and put into better condition for this fall and three are being replaced by new buildings. There are about ten more that are in bad repair, but the matter of better school houses has been agitated and more attention is given to them this fall than before.

6. There are twenty-nine school grounds in this county without a tree. Many of our school grounds are in the timber or just on the edge of the timber. In many other cases the trees are small and furnish no shade. I have encouraged the observance of Arbor Day by sending the programs furnished by the State department and urging the teachers to beautify the grounds.

7. Much has been done by the teachers in this county in the past two years in the way of decoration of the school rooms, and much remains to be done. This matter was given a regular place on the program of our last annual institute and resulted in much good. Teachers went back to their schools determined to arouse a sentiment in their districts for a more cheery school rooms and there has been more cleaning up around school premises this summer than I have known in this county. I can safely say that there are over one hundred school rooms in this county that are perfectly comfortable in every respect and are well equipped.

8. None.

9. Thirty-one.

10. Six schools enrolled less than ten pupils last year, none less than five pupils. Of the above, four enrolled seven, one had six, and one nine. One other school enrolled just ten pupils.

11. I believe better work could be accomplished in the county institutes if there were some unity in the plan upon which they are conducted. Of course this is not possible, except by conference of the conductors and instructors. If they could get together for a week it might help matters.

12. I should be willing to attend such a conference, but would rather have it earlier in the year, as I hold my institute in the spring.

#### PERRY—WALTER R. KIMZEY.

In Perry County we have a regular County Teachers' Association, which holds three sessions during the school year, the first one being held in October. The county meetings are held at places of easy access and have an average attendance of over 80 per cent of the teachers of the county. The county is also divided into sections, each section holding at least three meetings during the school year, thus making six meetings during the term. Each teacher is expected to attend at least four of the six meetings, and many attend all of them.

The teachers in this county have been reading the Reading Circle books for the past six years, and this season fifty-four per cent of all the teachers in the county passed a creditable examination on the two books of the course ending June 30th, and there were probably fifteen per cent of all the teachers who did the required reading, but did not take the examination.

Only about one half of the school grounds have trees, and many of these are quite small, having been planted in recent years. As many of the schools have but a six months' term, they have closed before time to plant trees. I would suggest that for Southern Illinois an earlier date be selected for Arbor Day, as our season is much earlier than in the northern part of the State, and the regular day set aside as Arbor Day is frequently too late for this section of the State.

While we have few model school houses in this county, yet they are on a par with other localities. Each fall we have "Decoration Day" when the teacher and pupils clean and decorate the building and grounds, and this is generally observed over the county. Some schools have special literary exercises for the afternoon or evening of that day.

Our school districts are large enough in this county to raise the necessary funds for school purposes under the present system of taxation. The levy in the country districts will not average 2 per cent, but in part of the towns it is placed at the full limit of the law.

In this county we had but one school with an enrollment under ten, and that was the colored school in one of the towns. The next smallest number was twelve in a country school where most of the children attended the parochial schools.

While the work to be accomplished varies widely in the different counties, yet I think it is sufficiently general in character to make a conference of the institute instructors a desirable meeting. In Perry county we expect to hold the Annual Institute the latter part of May or the first of June.

#### PIATT—CHARLES MCINTOSH.

I herewith submit to you my special report on the matters asked for in your Circular 21:

1. Our county has a permanent County Teachers' Association. It holds six meetings each year. The first meeting is held the latter part of September. The meetings are held monthly, alternating between the two largest towns of our county. The December meeting gives way to the State Teachers' meeting. The last meeting is held the latter part of March.

2. Probably three-fourths of our teachers do all or a large part of the work of the State Teachers' Reading Circle. We take this work up in our teachers' meetings and the teachers are encouraged to do the reading work assigned.

3. Probably we are not doing as much in this line as we might. We are trying to get a library in every school house and thus make it possible for the children to read books suited to their ability. The children are encouraged to take these books home with them at night. The majority of our pupils read two or three good books each year.

4. No effort in this direction has been made since I have been superintendent. I have been planning to attempt something of this kind after the election this fall.

5. All of our country school houses are on the so called "box car" plan. Most of them are in pretty good shape in the common acceptation of that term when applied to country school houses. We have been making a special effort to have our country school houses fixed up a little, and it was a matter of no little gratification to the superintendent last fall to see that many of the boards had made some substantial improvement in the school house or grounds. There are perhaps six school houses in the county that are unsuitable for school purposes in their present condition. One of them is much too small for the size of the school. I have been trying to get them to build a new school house and they talk as if they would next spring.

6. There are 13 grounds without trees. I encourage the observance of Arbor Day. I expect to make a special effort next year to have each of these schools plant some trees on Arbor Day. Several of our schools have very fine yards with plenty of shade.

7. I think that there is more interest taken in schoolroom decoration in our county than ever before. Some little has been accomplished, but there is still room for work in this direction.

We have a good many rooms that are well furnished, we have several that are rather tastefully decorated, and a few that are perfectly comfortable, but not a great many that possess all of these advantages—perhaps ten would include them all.

8. Perhaps two or three of the town school districts find it difficult to maintain the school the way they would like to do and pay the salaries the teachers would like to get with the limit of taxation at  $2\frac{1}{2}$  per cent. The great majority of the districts, however, have no difficulty whatever.

9. Six schools are still without a library.

10. Two schools enrolled fewer than 10 pupils last year, and one school enrolled fewer than five pupils.

11. I do.

12. Yes. Yes.

#### PIKE—CAROLINE GROTE.

In reply to your circular letter of the 10th inst:

1. Pike county has a permanent county teachers' association, known as the Pike County Teachers' Association. It meets annually on the Friday and Saturday after Thanksgiving.

2. About one-third of our teachers do all, or part of the State Teachers' Reading Circle work, or its equivalent.

3. Only a few of our teachers actively encourage the Pupils' Reading Circle work.

4. I have called one such (school officers' conference) meeting. It was very poorly attended.

5. At least twelve school houses are either unsanitary or otherwise unsuited to their purpose. About twenty-five need repairs and improvements.

6. Twelve school grounds are either wholly or practically without trees. I encourage Arbor Day, but many of our schools close for the year about the first of April, so not much has been accomplished.

7. Some of our teachers really decorate; some fill their school rooms with trash, which has neither artistic nor educational value, still others are content to do nothing. The rooms in our graded schools are quite generally well furnished, tastefully decorated or at least clean, and reasonably comfortable. In the country there are twenty school rooms that I should call well furnished, tasty and comfortable.

8. I know of eight that find it difficult and three that found it impossible last year.

9. Eighty-four of our schools are still without libraries.

10. Eight schools enrolled fewer than ten pupils. None enrolled fewer than five.

11. I believe that a conference of institute instructors would be a benefit to our county institutes.

12. I favor it enough to hold the fourth week in June open for that purpose.

#### POPE—JOHN H. HODGE.

1. Yes. Each month.

2. About 54 per cent do its equivalent.

3. I got the work started last year; I think much interest is and will be shown, 60 per cent of the schools working the library along with Pupils' Reading Circle work.

4. Very little to all in one meeting, but have gotten them in sectional meetings.
5. None.
6. About twenty. We do, but it comes too late for our schools.
7. The teachers are doing a good part. There are about fifty out of the sixty-five. I think all will be so this year.
8. Two or three, and one can only hold every two years.
9. About twenty-five.
10. None.
11. I do.
12. I do.

PULASKI—MRS. H. M. SMITH.

Replying to your inquiries in Circular No. 21.

1. Pulaski county has a permanent county teachers' association, which meets the second Saturday of each month during term time.
2. Sixty-five per cent of the teachers of the county are enrolled for Teachers' Reading Circle work for the present year.
3. Last year the Pupils' Reading Circle work was prosecuted with fair success. About 50 per cent of our schools secured at least part of the course and everywhere secured they were used with profit and pleasure. We intend to do more this year and keep it going till each school has at least a nucleus for a library.
4. All effort to assemble the school officers of Pulaski county has met with little success. The general excuse being want of time and *no compensation*, the latter being the *real* excuse.
5. The school houses in general are not unhealthful, but due regard has not been given to conveniences for proper ventilation, lighting and heating. Teachers endeavor to overcome this as best they can. I think perhaps 10 per cent of them may be classed as unsanitary on account of location, surroundings, etc.
6. Pulaski county is favored with fine trees but I am sorry to say that too often the directors when locating a school, order them all cut down. Only recently are they awaking to the wanton destruction and are endeavoring to replace them. Arbor Day comes too late for our schools. Scarcely any schools are in session later than April 1st. However, we encourage tree planting, some schools having an "Arbor Day" of their own.
7. For several years we have had an annual "Decoration Day," at which time all the schools of the county are expected to beautify and embellish the school room and grounds in every possible manner. This has come to be a general practice, and though in many instances the decorations are crude the pupils, patrons and teachers unite in the work and much is done to render the surroundings more attractive. We have about forty comfortable, well furnished schools.
8. About five per cent of our school districts would levy more than 2½ per cent if they had the power. At least that number need better work than they are able to pay for with 2½ per cent levy. They all maintain school six months.
9. Twenty-five per cent of our schools are without libraries, except a few supplementary text books and dictionary.
10. But one school in the county enrolled fewer than ten scholars last year; none less than five.



11. I think a conference of educators helpful, whatever may be the line of work discussed. The more able the educators the more helpful the conference, hence I think a conference of institute instructors could not fail of material benefit to county institutes.

12. If it is decided to hold a conference the fourth week in June, I will hold the week open for that purpose and will endeavor to attend.

PUTNAM—W. E. HAWTHORNE.

In reply to your Circular No. 21, requesting a statement of the condition of the schools and school work in Putnam county, permit me to submit the following report:

1. We have a permanent Teachers' Association that holds a fall and spring meeting at which time our own teachers furnish the most of the program.

2. All of our teachers are doing the Reading Circle work, which is conducted under township organization. Much special work along professional and culture lines is also done by individual outline.

3. Our teachers are universally following the Supplementary Reading suggested by the State Course. Many schools require a course of special reading in classics before giving eighth grade diplomas.

4. Very little success has attended our efforts to assemble school officers; but our teachers' meetings are fairly attended by patrons and officers. Our County Farmers' Association invariably devotes one session of their annual meeting to school interests which is very helpful to school work.

5. Most of our school buildings are in good condition, the graded school buildings in every case being heated by steam or hot air. Some of the district schools use hard coal but most of them soft coal.

6. We do encourage Arbor Day, and we also encourage proper care of school yard and buildings.

7. Most of our schools are well furnished and comfortable, though we are sorry to say a number are much neglected.

8. We have but two schools in the county that experience any difficulty in raising sufficient funds for school purposes at 2½ per cent. These schools are along the Illinois river bottom where so much land is valueless.

9. Most of our schools have small libraries and are increasing their volumes annually. Much care is exercised in the selection of library books, the County Superintendent being usually consulted.

10. Our schools are not large, averaging thirty-five and six-tenths pupils to the teacher. Last year but one school enrolled fewer than ten pupils and that district paid tuition for thirty-four pupils in the graded school in an adjoining district.

11. If conferences of other bodies result in good to the craft, why not a conference of institute instructors? By all means have them meet and either have the county superintendents of the State meet with them or else have the superintendents outline a suggestive course for institute work for the consideration of the instructors when they do meet.

In consideration of this proposition we will not hold our institute the fourth week in June, 1901. We owe much to the present advanced condition of our schools to the fact that a large per cent of our teachers are competent and experienced teachers, graduates of normal schools, mature enough to be well developed and men and women of *character*, and behind the men behind the desks are appreciative constituents who do not hesitate to raise the standard as high as \$75 per month for district school teaching.

Thirty-five per cent of our teaching force are males with salaries running from \$40 to \$77.50 per month for a full school year of eight or nine months.

*The ladies are rapidly appreciating in value, being paid as high as \$75 per month in district schools. Where local pride exists and wholesome good-*

natured rivalry inspires to excellency of endeavor, we have no trouble to secure proper environment for most successful achievement in school work. We have many districts in such a condition.

While recognizing that there are many improvements yet to be made in our field of activity we are encouraged to believe that the work in Putnam county is in a healthy, growing condition.

#### RANDOLPH—S. A. MCKELVEY.

I have the following brief report to make of the condition of the schools of Randolph county. In the year 1895 there was organized by the teachers, the county teachers' association. This has continued to exist, holding four meetings during each school year. These meetings are held at different points in the county. Usually these places are selected with the view of accommodating the greatest number, also acting as a stimulus to the educational interests of the locality. It is conceded by all that these meetings have been helpful to all who have been in regular attendance.

2. The State Teachers' Reading Circle work has received attention for the past three years. The county is the unit divided into fourteen local divisions, each presided over by a local manager. The work of the year is planned for at the annual institute where the enrollment is taken. The books are also distributed. The time for the first meeting is agreed upon, and the lesson is assigned. Then the work begins uniformly with the opening of the schools. Of the 146 teachers in the county about 100 were enrolled in the work.

3. Nothing has been attempted in the Pupils' Reading Circle, except that done by a few teachers in placing the books in their school libraries.

4. The school officers of the county are called together annually. One day of the annual institute is designated as "school officers and patrons' day." At the last meeting, August 10, 1900, there were seventy-five school officers present.

5. Only a few of the school buildings are in an unsanitary condition. The condition of many more might be much improved. Only a few of the school yards are wholly without trees. Arbor day exercises have been encouraged, and in many cases observed. The work done has not always proved a success. Trees are planted, vacation comes with its long, dry summer. No one being responsible for the care of the trees and shrubbery, much of it withers and dies.

6. School room decoration has received quite a good degree of attention from the individual teacher, but very little attention from school boards, even when a new building is erected. Plain white walls are thought to be perfection. Education is what is needed. Many school officers do not know that there is anything better than the box car style of school building, with its plain, white walls. Perhaps there are fewer than a dozen tastefully decorated and perfectly comfortable school rooms in the county.

8. There are two districts only in this county that find it difficult to maintain six months of school as required by law. One of these is an island in the Mississippi river where land is not valuable, and where the size of the district must remain the same. Another a small district where there is but one child of school age.

9. About one-half of the districts are still without libraries. An effort is being made to materially reduce this number during the present school year. The matter is receiving a good degree of attention from teachers and school officers, and we hope to be able to make a much better report next year.

10. One school reports fewer than five pupils last year, and one school fewer than ten pupils.

11. I do think a conference of institute instructors would be a good thing. I will agree to keep open the fourth week of June for that purpose.

## RICHLAND—R. N. STOTLER.

Richland county has no permanent teachers' association, but monthly meetings are held under the direction of the county superintendent who arranges the program and directs the meeting.

Referring to the Teachers' Reading Circle work, I presume one-half of the teachers of this county follow it, in the main, or do work equivalent in that direction.

But little has been done with the Pupils' Reading Circle work here, but the teachers are providing much supplementary reading for younger pupils, and, in this way, are doing equivalent work for them.

No special effort has been made in this county to assemble the school officers for conference, but the invitations to attend institutes and teachers' meetings always include a notice to officers and patrons. I certainly endorse the plan of making a special effort to have school officers meet for conference.

Many school houses in this county are not specially suited to best sanitation. The houses, for the most part, are in good repair and are as well suited for sanitary conditions as the average school houses of the State.

About fifty per cent of the houses are, I am sorry to say, without trees. Arbor Day exercises are encouraged in this county, and the results are fairly satisfactory.

Much attention is being given, of late years, by the teachers of the county, to the matter of decorating the school rooms. Many rooms have nicely papered walls, and on many walls are pictures of ablest writers and famous statesmen. I presume there are forty tastefully decorated and perfectly comfortable school rooms in this county.

All districts in this county maintain school six months, but fully twenty-five of them are obliged to economize too much to enable them to have the best advantages possible, and remain within the limit of taxation.

There are but few schools here without libraries. Some of them, it is true, are meager, and the books are few, but the interest in the work is increasing.

Only one school in this county enrolled fewer than ten pupils; none enrolled as few as five.

A conference of institute instructors would certainly be beneficial. Many instructors still hold to the old ideas and their work before the teachers is without good results.

I favor the holding of such a conference, and, if it is held next year, I shall hold the week devoted to it open for that purpose.

## ROCK ISLAND—S. J. FERGUSON.

Replying to your Circular 21, I report as follows:

1. Rock Island county has a permanent County Teachers' Association. We hold one regular meeting each year, the Friday after Thanksgiving. It includes the entire list of teachers of the county, and the majority of them attend.

2. We have not done the Teachers' Reading Circle work, but the great majority of our teachers do professional reading. Moline read Tompkins' *Philosophy of Teaching*, Rock Island read Tayler's *Study of the Child*. The district teachers read Tompkins' *School Management*. This year we are reading McMurtry's *Methods of the Recital*. This work is done with a feeling that we are getting what we need.

3. In a great many schools have the teachers secured the Pupils' Reading Circle books or other good books, and from these collections much interest has been aroused in books, and better work is done by those pupils who have been induced to read.

4. I have recently tried to confer with some of my directors, and the success has been varied. Our plan was to meet in convenient places, with as many as could come to these respective places. Our meetings were, when well attended, helpful and encouraging.

5. It would be safe to say that 75 per cent of school houses of the county are unsanitary.

6. There are very few school grounds in the county without trees. I encourage Arbor Day and with it the necessity of a general cleaning and beautifying of grounds. Some very pleasant results have come to my attention. Teachers point to these improvements with much pride.

7. There are very few schools in the county tastefully decorated. We have given this no attention in our meetings, but will begin with it this year. Rock Island and Moline are doing some very good work in this line. Perhaps there are 25 comfortable school houses well seated and properly fitted up.

8. I know of but one district in the county unable to maintain a legal school at the legal rate of taxation.

9. There are perhaps twenty-five schools in the county having no library.

10. We have ten schools with an enrollment of fewer than ten pupils. Five schools have an enrollment fewer than five.

11. I do.

12. I do. Will plan for it.

#### SALINE—LEWIS E. YORK.

Referring to Circular 21:

1. Yes; meets three times a year, or bi-monthly during school.

2. About one-half.

3. A great number of our teachers are having pupils do the Reading Circle work; some are doing a part of it.

4. Not very successful.

5. About one-quarter.

6. One-half. Yes, we are doing some work in that line.

7. We have special decoration days. We have very few in that condition.

8. About three or four.

9. Greater portion. We are doing more work and better work this year than ever before.

10. None.

11. Yes.

12. (a) Yes. (b) Yes.

#### SANGAMON—CHARLES VAN DORN.

Answering your Circular No. 21, of Aug. 10th, will say:

1. We have a permanent Teachers' Association, which holds a regular meeting once each year, during Thanksgiving holidays.

2. About 95 per cent of our teachers (outside of Springfield), do our Reading Circle work, but not the State Reading Circle. Our local course this year embraces:

The State Course of Study, Hughes Mistakes in Teaching, White's School Management.

3. Our teachers are doing very little with the Pupils' Reading Circle work.

4. When I entered office it was my intention to form if possible a School Directors' Association, but because of so much other heavy work have not undertaken the plan. Have made no effort to assemble them in conference.

5. Perhaps 10 per cent of our buildings are unsuited to their purpose.
6. About 25 per cent of our school grounds are without proper trees. I expect to request our teachers next year to plant trees where they are needed.
7. We are this year giving special attention to school room decoration. Probably 10 per cent of our schools are well furnished, tastefully decorated, and perfectly comfortable.
8. None of our districts have trouble in maintaining school six months, because of the 2½ per cent limit. Two or three districts have the tax up to or above the limit for an eight months' school.
9. See annual report for 1900.\*
10. Probably 5 per cent of them enrolled ten or less last year.
11. I answer yes to No. 11.
12. I answer yes to both questions in No. 12.

SCHUYLER—L. J. MCCREERY.

Enclosed find answers to questions asked in your Circular No. 21.

1. Yes.
2. Fifty per cent.
3. Not at all.
4. A failure.
5. Forty.
6. Thirty-five. I do.
7. Some are buying pictures. Not more than ten.
8. None.
9. Seventy per cent.
10. Not any.
11. I do.
12. I do.

SCOTT—ELMER F. WALKER.

I will try to respond to your request of August 10th. I will give the answers in the order called for on the Circular.

1. Yes. Number of meetings five or six a year.
2. One-half.
3. Very little.
4. Have not called for conference but have issued circulars.
5. None are unsanitary, but some are very old and ragged, about three.
6. None. Yes.
7. Most all are doing something.
8. None.
9. Seventy-five per cent.
10. One.
11. I am not certain that I understand what is meant by number eleven. If it has reference to annual institute, I would say yes. While if it refers to county meetings I would be unable to answer it, as the instructors at such meetings are made up from the teachers of the county and change most every year.

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\* 141 schools.

## SHELBY—JAMES A. MONTGOMERY.

1. Yes. One to three meetings a year.
2. Practically none. We are taking steps in the direction of improvement.
3. Very little as yet.
4. No conferences have been held or attempted.
5. Two or three ought to be condemned. A few others need repairs. Mainly the school houses are in good condition. But more than half have neglected out-buildings.
6. About 20. Yes.
7. About half the schools are decorated to some extent.
8. None.
9. Nearly all without libraries.
10. None.
11. Yes.
12. Yes.

## STARK—GEORGE O. FRANK.

The following is the report requested by you in your circular dated August 10, 1900:

1. No. I call them institutes. We meet three times a year.
2. Seventy five per cent do part of Reading Circle work; five per cent or less do all Reading Circle work. "The Study of the Child" was read the past year by seventy-five per cent of the teachers, it having been known that some of the theory and practice questions in examinations for teachers' certificates would be taken from that book. Twenty per cent was given applicant if he had read it.
3. Not at all.
4. No attempt.
5. Five or six out of seventy.
6. (a) Five or six out of seventy. (b) Yes. Send out circular from State department. Many schools use program.
7. (a) Pictures—poor ones. (b) Ten probably.
8. Three this year. Two last year.
9. Fifty-two.
10. (a) Fourteen. (b) Two of the fourteen.
11. Most assuredly I do. I know it. Better yet, put all applicant fees into one fund. State department pick out instructors and send them to Stark county, Peoria county, etc., at set date. Little counties need the big instructors but fund is too little. It would even up and help all alike. Put all school money in one fund and let poor counties—poor districts, have same opportunity to educate their children and have a good teacher just the same as the rich county or district. We are all Illinois citizens and one has the same rights and is entitled to as much as another. Not so is it in the poor district and rich district. Even it up, I say.
12. Yes, sir. Send me the announcement and I'll be on hand even if you hold the meeting in Egypt.

## ST. CLAIR—CHARLES HERTEL.

I herewith submit my replies to your questions contained in circular 21, as follows:

1. Yes; regular meetings are held four times each year.
2. About fifty per cent.

3. The majority of our teachers are encouraging the Pupils' Reading Circle, or some equivalent.

4. We do not succeed in getting a very large per cent of the school officers to attend the school officers' meetings, which are held twice each year, but the work done and the enthusiasm created is felt in the schools of the entire county. The questions and discussions of these meetings are published by the "press" of the county.

5. Only a few.

6. Quite a number without trees. I encourage tree, shrub and flower planting, and with very good results in most cases. Arbor Day comes too late for this section of the State. With a state reaching as far north and south as Illinois there should be three days for Arbor Day. Different dates for the northern, central and southern sections of the state.

7. Many teachers are decorating their rooms with pictures, drawings, pupils' work, winter bouquets, etc. Nearly all of our school rooms are well furnished, comfortable, and have some decorations.

8. We have but one school of six months' duration, a few with seven months' terms, and all others have terms of eight, nine and ten months. Quite a number of our districts would extend their terms from eight to nine months if the two and one-half per cent levy would be sufficient to do so.

9. About thirty per cent.

10. None of our schools enrolled as few as ten pupils.

11. Yes, I believe the work of the county institute could be improved through a conference of institute instructors.

12. Yes. Yes.

The schools of our county are, with a few exceptions, in a prosperous condition. The number of teachers has increased, during the six years of my administration, from 290 to 346, and the salaries are gradually increasing. Much attention is given to literature, nature study and science work in the graded and rural schools. Our teachers, as a whole, are enthusiastic, progressive, and love their calling. They are supported by an appreciative public. We are very hopeful for the future.

STEPHENSON—R. W. BURTON.

There is no permanent teachers' association in our county. Our annual institute is well attended, as are also from three to fifteen "local institutes" held in different parts of the county during the year.

A large proportion of our teachers did the Reading Circle work of the past year. Over one hundred pursued the course arranged by the State committee and fifty more did a line of reading suggested by the county superintendent.

So far, the Pupils' Reading Circle work claims little attention. A few districts buy the books each year to enlarge their school libraries.

To secure anything like satisfactory attendance of school directors for a conference is one of the difficult problems. One year, I succeeded in getting out one hundred and fifty officers. Had the superintendent time to devote to the work, by personal appeals and holding a multiplicity of meetings at different times and places in the county he might succeed to a reasonable degree.

Our school houses as compared with those of other counties are in fairly good condition, though none, outside the cities, are constructed upon sanitary principles. Only a very few could be regarded as "unsuited" for school purposes. Many have recently been repaired and equipped with slate blackboard and modern furniture.

Only a few of our school grounds are destitute of shade trees, and these districts are gradually coming to see their value and each Arbor Day contributes something toward beautifying the grounds. Arbor Day is quite generally observed in our county.

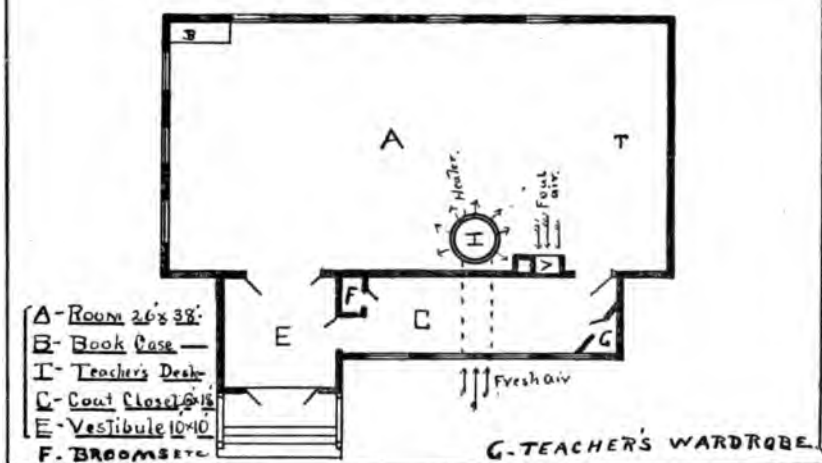
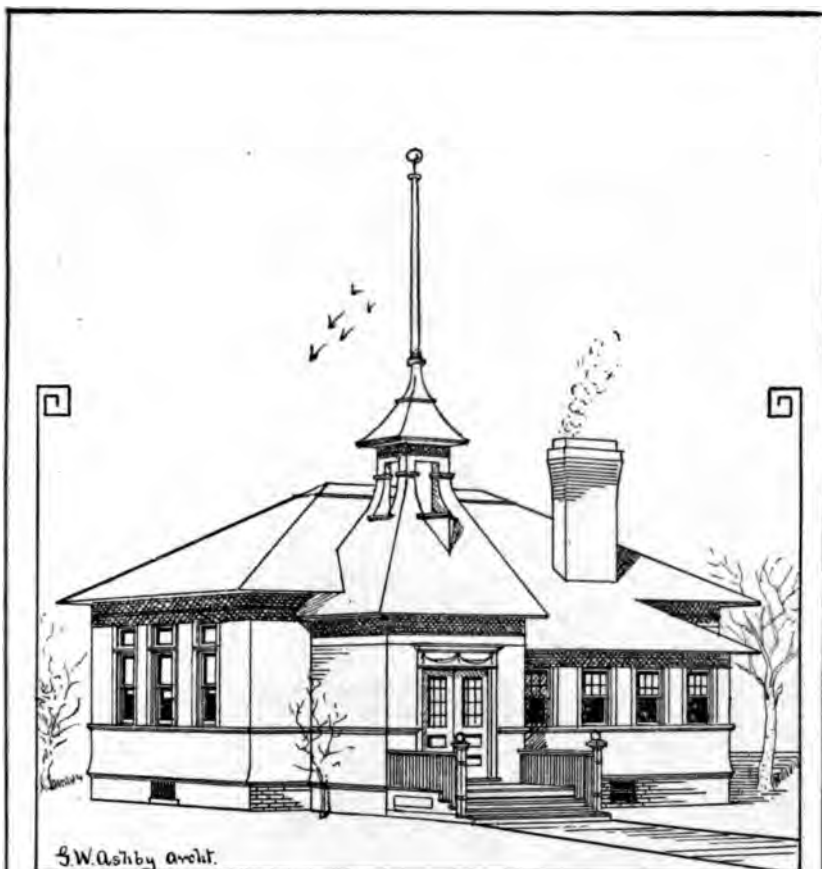
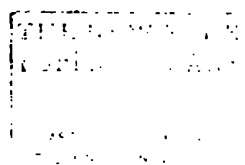


PLATE XVI.



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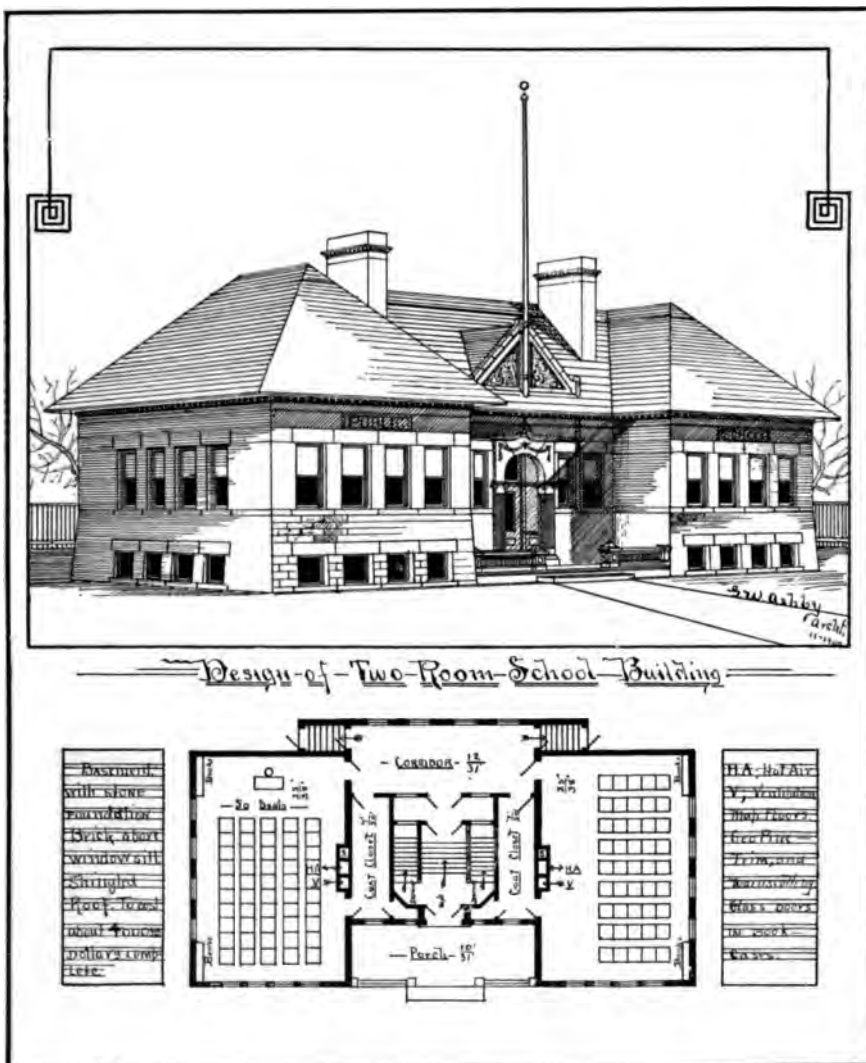


PLATE XVII.

Up to date the decorations of school rooms vary in quality and amount with the taste and the ability of the teacher along this line.

This year our local reading course is to consist in part of a work on sanitation and decoration of the school room. Even now we have many well furnished, comfortable school rooms, but of these only a few can be said to be well decorated. Along this line there is much room for improvement, both on the part of the director and the teacher.

No district in our county so far as I know has found difficulty in maintaining school for six months under the limitation of two and one-half per cent taxation.

Within the last three years district libraries have multiplied rapidly. Of the one hundred and forty seven buildings not more than forty are today without at least the nucleus of a library. The present year I believe will see these delinquents supplied.

As a rule the schools of our county have fair enrollments. Not more than two have an enrollment of less than ten pupils, none fewer than five. It will be a joyous day for the children when distance can be annihilated and several of these small schools consolidated into one efficient organization.

In this county when we do not hold a summer normal, a strong annual institute is organized. This year our corps of instructors was carefully selected and proved very efficient. The first day of the session one hundred and seventy members enrolled. In all two hundred and twenty-five were present during the week.

That the average county institute can be much improved there is little doubt, but how a conference of institute instructors is to work the change is not so clear to me.

If it is intended that these conferences shall afford opportunity for authorized instructors to discuss branches usually taught in the institute, and methods of presenting them, then I can see how much good may be accomplished, and most assuredly favor a June meeting for next year. In neighboring states this plan has already yielded good results.

#### TAEWELL—W. P. MAVITY.

1. Yes; two meetings a year. We have eight local divisions that meet once a month during school months.
2. All read at least one book.
3. Only in a few schools.
4. I have made no attempt.
5. About ten.
6. About twelve. Yes.
7. Most all are decorating by pictures or other means.
8. Four or five.
9. More than half.
10. Two. One.
11. Perhaps.
12. I do not promise to hold a week open for that purpose.

#### UNION—GEORGE BARRINGER.

In answering your circular No. 21, of August 10, 1900 I have the following to say upon the twelve questions, to-wit:

1. We have a permanent teachers' association that meets once each month during the term of schools in the county. Its sessions are held at five different towns in the county during the year, and has a good influence with the

citizens of the several towns, for we call on the pupils in the drill and drill exercises, which they enjoy very much, especially their part in the class drill exercises.

2. The State Teachers' Reading Circle work is being done by about eighty of our teachers. Renewals of certificates next year will be based largely upon the Reading Circle books for this year.

3. The Pupils' Reading Circle work is getting due consideration and will be put into a good number of the schools this year.

4. We had a special day set apart in our annual institute this year for school officers. The attendance was not large, but we had a burning session. They asked questions and were informed as to the law and their duties. They were greatly pleased.

5. Our school houses are in good repair, clean and in good sanitary condition, with good and sufficient ventilation.

6. Most of the school grounds have forest trees, for they have been built in the woods or near the woods. We have a heavy forestry in this county.

7. There is not a school room in the county without some decorations. A great many are quite elaborate. They are well furnished with good seats that are comfortable for all grades, and the rooms are made comfortable for the children.

8. None of our districts ever need to levy the limit of 2½ per cent. All of the districts in this county have some money on hand to meet the school expenses for this year, and a few have enough without drawing on next year's revenue. I have advised the boards to levy, so as to have about enough to meet three-fourths of the expenses for the year. Then they do not have a great surplus tied up, neither do they pay interest on teachers' orders for much more than one month in this county.

9. Some of our schools have excellent libraries, while a large majority of our country schools have but a few books, but are starting right and will succeed in making a good showing.

10. We are without a school with an enrollment as low as ten pupils.

11. If we are to get a general benefit throughout the State by use of the State course of study, a conference of instructors would be very beneficial, but if each town or village formulates its own course then it might be questionable. I am quite sure if you would send out a circular to the county superintendents throughout the State to have the State course used in the schools under accredited high schools, it would bring a few or perhaps many rebellious teachers into line and give a proper accounting. I would like to meet in conference and hear this subject discussed, for if we expect efficient work from the teacher, we must know he is both able and willing to do it. Willingness has a great deal to do with it.

I can arrange to attend at the time you mention.

VERMILION—R. B. HOLMES.

In compliance with your request of Aug. 19th, I submit the following report:

1. Vermilion county has a permanent County Association which meets on Friday and Saturday following Thanksgiving.

2. About three-fourths of our teachers do the equivalent of the Teachers' Reading Circle work.

3. This work is very largely encouraged this year.

4. Meeting with good success. On each Saturday I am holding a meeting for the teachers of the county. One Saturday I am in one town and the next Saturday I hold a similar meeting in another town.

6. We have some of our grounds without trees, but the last year or so Arbor Day has been generally observed.

7. Many of our school rooms are very tastily decorated and it is a pleasure to be in them. We have some, however, that are not neat, but the sentiment is becoming so strong for clean, nicely decorated rooms that these teachers are bound to improve their rooms or step out of the school work.

8. Not over three, and there is a movement on foot to consolidate them.

9. About one-third of them have no libraries.

10. None enrolled fewer than 10.

11. No.

12. —.

#### WABASH—J. E. RAMSEY.

I wish to submit the following brief report concerning the educational work in Wabash county.

The schools of this county are in a healthful condition and are steadily improving in efficiency. There is an increased interest in the cause of education on the part of teachers, pupils and patrons. The majority of our teachers show a good, earnest spirit in the profession. The standard of qualification has been gradually raised from year to year, both along the lines of professional and academic knowledge. It is gratifying to know that the directors and patrons of many districts have learned that it is cheaper to pay good wages to a teacher who does his work well than to pay cheap wages to the teacher who does his work poorly.

Wabash county has a permanent County Teachers' Association. This association has annual meetings lasting three days usually. The meetings are held just before or just after the holidays, at the county capital. For the past few years nearly all our teachers have attended these meetings. In nearly all cases directors have given teachers this time. These meetings have done much to make our schools better.

Besides this association our county is thoroughly organized into township, or more specifically speaking, sectional meetings. The county superintendent appoints a leader for each section, and this leader organizes his section, electing officers, etc., and each sectional meeting is held monthly at some central point. At the time of the annual institute the county superintendent selects the pedagogy and the literature and other professional reading to be read by the teachers during the year. This year our teachers are to be examined in Patrick's Pedagogy, Shakespeare's Macbeth and Cooper's Last of the Mohicans. Besides they are to read the State Teachers' Reading Circle books. A portion of each teacher's monthly program is given to this professional work, and a portion to any other work they may desire. By this plan our teachers' meetings are made interesting, entertaining and to a high degree helpful and professional.

Wabash county also belongs to a Tri-County Teachers' Association, composed of the teachers of White, Edwards and Wabash. This association held its second meeting in Mt. Carmel last year. This year the meeting is to be held in Carmi and the next in Albion, and so continue. We believe these meetings will not only be helpful to each of these counties, but we believe it will help to advance the educational interests of this portion of the State.

Our teachers all do the State Teachers' Reading Circle work. Sometimes we use one book in the place of one of the Reading Circle books.

Teachers are encouraging the Pupils' Reading Circle work by placing the books in the school libraries. Where this cannot be done through the school board, entertainments are made, pie suppers are held, private subscriptions are secured, donations from pupils are made, etc., and the money is used to purchase books for the library. Some teachers take an hour on Friday of each week to talk about the books read by the pupils. Sometimes pupils are asked to write a review of a book read and this is used for language work.

By using a variety of plans, pupils become interested in reading the books. When children become interested, it is not difficult to find a way to secure the books.

For the past two years, we have not succeeded very well in securing interest and attendance of school officers at conferences. As no compensation is received, they are beginning to take little interest in those meetings. I am unable to say what may be the results in that direction in the future.

We have a very few school houses which are unsanitary and yet in one sense nearly all are unsanitary, because the heating and opportunity for ventilation are not modern. So long as houses are heated with stoves, unscreened, and no arrangement for ventilating other than the windows, has been made, houses will be unsanitary. We have four buildings entirely unsuited for school purposes.

Nearly all our school grounds contain shade trees. A great many trees are planted each year. Arbor Day is too late in the season for planting trees in this section of the State and comes when but few of our schools are in session. Trees to grow well should be planted either late in the fall, in the winter or the early spring. Arbor Day should be arranged accordingly. It will never accomplish the purpose for which it is designed until a change in the time is made. We encourage tree planting in every way possible.

Many of our teachers are taking much interest in decorating their school rooms. While this is true, I must acknowledge that there are a large number who have little or no interest in this direction. The superintendent in his visits talks to the teacher privately about decorating his school room and the pupils publicly in his talk to them.

Nearly all our schools can maintain a school six months with the 2½ per cent allowed for school purposes.

All our schools except three have started libraries. These books are read by pupils and parents.

We had one school last year where the enrollment was only seven. This enrollment included all who were of school age.

I believe a conference of institute instructors might be made helpful. It certainly would have a tendency to make our institutes better. As some of the institutes are held in May and many of them in June, it would seem to me that the conference should be early in the year. Our institutes are always held in August.

WARREN—MARY E. SYKES.

In response to yours of August 10, would say:

1. This county has a permanent county teachers' association. Meetings are held each month at the county seat and other convenient centers, for the purpose of discussing the reading circle work and other subjects of school interest.
2. One hundred teachers did the State Teachers' Reading Circle work last year. Fifty others, chiefly teachers in graded schools, followed special course under direction of city superintendents. Twenty-five did no definite work. All are expected to follow the State course this year.
3. The Pupils' Reading Circle work is not followed according to State plan, but many of the books are purchased and read.
4. Have not been successful in holding meetings of school officers.
5. It is a difficult matter to state how many school houses are unsuited to school purposes. Had I the power to condemn, would have new houses in about twenty districts. We have many good buildings, and two country school houses have furnaces, which give excellent satisfaction. Many buildings were repaired this year, with new desks, slate blackboards, paint and paper.
6. About twenty-five school-yards have no trees. I do encourage Arbor Day.

7. Much has been done in the Monmouth schools in school-room decoration. All rooms are suitably tinted or papered, and good pictures, representing the work of the best artists, are on the walls. A number of good casts have also been purchased. The fact that over three hundred Prang Platinettes were purchased at the annual institute this year by the county teachers, shows that the work is extending throughout the county. Drawing has been taught for the past seven years at our county institute, which has given us quite a sentiment in favor of art. In spite of this fact, many rooms are extremely inartistic.

8. All districts in the country maintain school, without difficulty, six months and more.

9. Only about half the schools have libraries.

10. Eight schools in this county enrolled fewer than ten pupils last year. None enrolled fewer than five.

11. I do.

12. I do, and would attend such a conference.

#### WASHINGTON—J. T. GIBBS.

Referring to your Circular No. 21, I have the honor to report:

1. The Washington County Teachers' Association is a permanent organization, and every teacher in the county is a member. It was organized in 1879, and has held regular meetings every year. In the earlier years of its existence, the meetings were held monthly, but now the plan is to hold three meetings during the school term and one meeting during the annual institute.

2. About seventy-five per cent of the teachers do all of the State Teachers' Reading Circle work, and about twenty-five per cent of the teachers do part of the work.

3. Considerable work is being done along the line of reading for the pupils, and a few of the schools use the regular Pupils' Reading Circle books.

4. Two very successful meetings of school officers have been held, the attendance numbering about twenty-five per cent of the school officers of the county.

5. There are no school houses in the county that are positively unsanitary, but three or four are too small to properly accommodate the pupils.

6. Seven school grounds in this county are without trees. We encourage Arbor Day, and this spring quite a number of trees were planted. However, the date for Arbor Day is usually too late to reach those schools that most need it in this part of the State. Most of our rural schools are closed several weeks before Arbor Day.

7. The matter of school room decoration is receiving more and more attention. Many school rooms, rural as well as city and village, are tastefully decorated with pictures, such as Perry pictures, and other works of art, with bright colored autumn leaves, ferns and grasses, and with artistic work of the pupils. About thirty school rooms may be said to be well furnished, tastefully decorated, and perfectly comfortable.

8. None, though some seem to pay rather meagre salaries.

9. About seventy-five per cent.

10. None.

11. I certainly do believe that the work of the County Institutes could be improved by a conference of Institute Instructors.

12. I favor such a conference, and shall hold the fourth week in June, 1901, open for that purpose.



## WAYNE—JOHN L. YOUNG.

Yours at hand, and noted. I am sorry I could not get to this sooner. I had a similar circular from you before, but have been so busy I could not get to it. I will answer by the numbers on the circular:

1. We have a regular County Teachers' Association. It meets once a year.
2. Only a small per cent of them take the regular course, but most of them do general work along this line.
3. Our teachers have done but little with the Pupils' Reading Circle.
4. Had only fair success in this line but I try to visit them personally.
5. Our school houses are reasonably good. Some of them, however, are poorly arranged as to light, and a few are poorly arranged for ventilation.
6. (a) Only a few entirely without trees. (b) I do, I believe in shrubbery on school grounds.
7. Our teachers use drawing of the pupils and some portraits of authors, as decorations. A good majority of our school houses have fairly good decorations. Our teachers do fairly well.
8. None.
9. About nine-tenths of them.
10. (a) None. (b) None.
11. I do.
12. I do, and would be glad to have you meet with us at this place.

## WHITE—EVERETT McCALLISTER.

Here are my answers to Circular No. 21.

1. We have a county teachers' association which meets every six weeks or about that often.
2. Out of one hundred and seventy-five teachers, one hundred and twenty-five took the Reading Circle work. We use one hundred and fifty-two teachers now.
3. We are not doing much with the Pupils' Reading Circle work yet. The work will be done in probably a dozen schools in the county this year.
4. I have not tried to have meetings of school officers yet, but am going to try it this year. Of course I cannot do much now till next year.
5. I can only count twelve.
6. About seventy-five. I do and have succeeded in getting trees in some places.
7. We observed decoration last year. I think nine teachers out of ten hung evergreens, pictures or in fact most anything that would tend to beautify, on the walls.
8. None.
9. About one hundred, more or less.
10. None.
11. I do. I don't understand the last part of your question.

## WHITESIDE—W. J. JOHNSTON.

In reply to your Circular No. 21, dated August 10th.

1. Our county has a good strong county teachers' association. We usually hold three meetings a year, one of them a two days' meeting, but the members of our association may be called together at any time by the executive committee of the association.

2. We do not do all of the Teachers' Reading Circle work, but fully three-fourths of our teachers do the equivalent of that work. Our plan is to take one book of the circle and study it very carefully.

3. There is an excellent growth along school library lines in the county and I do all I can to encourage it. Interest in the Pupils' Reading Circle work is also growing healthfully.

4. I find a large per cent of the school officers will attend school gatherings in or near their own townships if the proper tact is used in putting the matter before them. Superintendent Inglis, only a few weeks before his death, addressed a mass meeting of school officers in this county.

5. Probably 10 per cent of the school houses of this county are unsanitary in character. We now have but very few real poor school buildings in the county, but yet many of them are not what they ought to be.

6. Most of our school yards have nice groves of shade trees. Where these are lacking, I encourage, in every way possible, the immediate planting of shade trees.

7. In the matter of school room decoration, without any boasting, I believe our county will rank right up with the good ones. In this direction we have an excellent interest in our ungraded schools as well as our graded ones.

8. The present permissible rate of school tax levy,  $2\frac{1}{2}$  per cent, gives all our districts ample means for carrying on a good year's school.

9. A limited number of our schools have yet no school libraries but the number of such districts is rapidly growing less.

10. We had probably a dozen schools with ten pupils or a lesser number. I only found one with less than five. This school had four pupils.

11. Yes.

12. For the past three or four years this has been my normal week, but if such a meeting is planned I am willing to select a different date for my institute.

#### WILL—WILLIAM H. NEVENS.

I have the honor to submit the following report in accordance with Circular 21:

1. Yes. Three meetings.
2. About 95 per cent during 1899-1900.
3. Not very largely.
4. Have had a few meetings, which were fairly successful.
5. Comparatively few.
6. Most of the school-grounds have trees. I encourage Arbor Day.
7. Our teachers do quite a good deal of school-room decoration, but in various degrees of perfection.
8. I think all districts in this county can support six months' school within the limit of  $2\frac{1}{2}$  per cent of taxation.
9. I am unable to give a definite answer. Quite a number have libraries, and some others a nucleus.
10. Eight schools less than ten. Three schools less than five.
11. I do.
12. The fourth week in June is our institute week, otherwise I would say yes.

## WILLIAMSON—M. N. SWAN.

In reply to Circular No. 21, issued from your office August 10, 1900, I wish to submit the following answers:

1. This county has a permanent county teachers' association, which meets monthly from September to March.
2. About 80 per cent of the teachers of this county do all or a part of the State Teachers' Reading circle work, or its equivalent.
3. About 30 per cent of the teachers encourage the Pupils' Reading Circle or its equivalent.
4. I have made no special effort to assemble the school officers for conference, but have given them invitations to meet with the teachers at their regular monthly meetings. Very few, as yet, have responded to the invitations.
5. We have ten school houses that I consider unsuitable for school purposes.
6. There are forty-one school-grounds without trees. I encourage the planting of trees on school-grounds, but I do not encourage the observance of Arbor Day, as selected by the State Superintendent, because the time selected is too late in the season for trees to live in this latitude.
7. Much good has been accomplished in this county along the line of school-room decoration. Many school houses have been made to appear cheerful and home-like by proper decorations.
8. There are three districts in this county that find it difficult to maintain a school six months with the present rate of taxation, and one district that cannot support a school six months at the  $2\frac{1}{2}$  per cent rate of taxation without running in debt each year.
9. Ninety per cent of the schools have no libraries.
10. None.
11. Yes.
12. I do favor a conference of institute instructors, and I am willing to hold the fourth week of June open for that purpose next year.

## WINNEBAGO—O. J. KERN.

Replying to your circular 21:

1. No permanent county teachers' association. Instead the county is divided into five divisions each of which meet once a month for five or six months of the year.
2. In 1899-1900 there were 175 teachers enrolled in our teachers' meeting pursuing the study an equivalent to the Teachers' Reading Circle work.
3. Can't say definitely as to number. Quite a number put books into the school. Will push the matter this year and hope to devise some system whereby I can get results recorded for future use.
4. Have not yet attempted to assemble them. In my last circular to directors have asked them if they are interested enough to attend such a meeting held in Rockford, March, 1901.
5. I should say about fifty per cent.
6. Fully fifty per cent. Yes in every way possible.
7. We are making a start with the Perry and Prang pictures. We will study School Sanitation and Decoration in our monthly institutes and make a special feature of Art and Artists at our annual institute in April, 1901. No many "well furnished, tastefully decorated, perfectly comfortable" district school rooms in our county.
8. None. One district will have no school the coming year as there is only one child in the district. This pupil will be sent to an adjoining district, tuition paid. School house at home closed and directors congratulating themselves on no school tax.

9. Fully thirty or forty. Being a new man I have not yet reduced things to where I want them in the way of reports from districts. Have had so many things to bring up to working order. Am making the library idea a special one. And am planning to have complete reports by June 30, 1901.

10. Five schools the past year enrolled exactly ten pupils. Thirteen schools enrolled fewer than ten pupils and four schools enrolled fewer than five pupils. This estimate is exact as I have reports on file from the various teachers for all the past school year.

11. Yes. If institute instructors would meet.

12. I favor such a conference but fear I could not attend the fourth week in June. That is one of the busiest of the year. Final examinations for country pupils come about that time and I am planning to have graduating exercises. Besides my institute is held in April and the June conference would not do me much good. Do you think the instructors would go to the expense of attending a conference? They should do so as many of them charge enough for their services. To illustrate, some require from \$50 to \$100 and expenses for five days of two to four hours per day. Last year one instructor cost me \$100 for two periods of forty-five minutes each for five days. Now as you suggest every county superintendent ought to instruct in his own institute. If he does so his pay is \$4 per day for five days or \$20 for the week, which is about what some instructors get for a single day. Perhaps the county superintendent does more work. Yes I shall try to attend such a conference.

#### WOODFORD—W. J. WHETZEL.

Following are answers to questions contained in circular 21 issued by you.

1. No.
2. Nine-tenths of the teachers did part of the State Teachers' Reading Circle work last year.
3. To a small extent.
4. Poor success.
5. Two are unusually so.
6. Five school grounds are without trees. Yes.
7. They are using appropriate pictures, blackboard drawings, etc. About fifty.
8. None.
9. One-half.
10. None.
11. No.

## Summary for 1899.

TABLE I.—GENERAL STATISTICS, SHOWING CENSUS, ENROLLMENT, DAYS' ATTENDANCE AND DISTRICTS.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	No. of males under 21 years of age.....	No. of females under 21 years of age.....	Total number of persons under 21 years of age...	No. of males between the ages of 6 and 21.....	No. of females between the ages of 6 and 21.....	Total number of persons between the ages of 6 and 21.....	No. of male pupils enrolled in graded schools	No. of female pupils enrolled in graded schools	No. of male pupils enrolled in ungr'd'd schools	No. of female pupils enrolled in ungr'd'd schools	Total number of pupils enrolled.....	Days of attendance in graded schools.....	Days of attendance in ungraded schools.....	Total days' attendance...	No. of districts having no schools	No. of dists. having school less than 110 days.....	Number of districts having school 110 days or more.....	Total number of school districts.....
Adams.....	13,904	12,767	27,671	9,613	9,640	19,253	2,651	3,598	2,536	2,323	12,108	944,245	424,750	1,369,025	2	1	179	183
Alexander.....	4,155	4,350	8,505	2,983	2,915	5,898	1,056	1,199	2,000	2,880	4,114	246,075	183,374	369,451	...	...	28	29
Bond.....	4,105	4,048	8,153	2,682	2,742	5,424	1,458	1,901	1,486	1,324	4,458	217,078	249,261	466,339	...	...	77	77
Boone.....	2,690	2,870	5,560	1,891	1,771	3,662	872	1,018	1,056	1,681	3,370	207,036	147,651	354,687	...	...	70	71
Brown.....	2,554	2,546	5,100	1,691	1,721	3,412	274	344	1,191	1,131	2,895	81,016	209,151	290,167	...	...	62	62
Bureau.....	2,554	2,316	4,870	1,624	1,520	3,144	234	353	2,527	2,082	2,998	61,016	209,151	290,167	...	...	198	202
Calhoun.....	2,310	2,206	4,516	1,504	1,458	2,962	139	132	2,527	2,082	2,998	27,112	135,507	152,619	...	...	35	35
Carroll.....	2,979	2,756	5,735	2,044	1,988	4,032	1,044	1,153	1,308	1,035	4,408	321,751	232,997	554,748	...	...	189	193
Cass.....	2,657	2,677	5,334	1,888	1,851	3,739	1,057	1,153	1,308	1,035	4,408	321,751	232,997	554,748	...	...	61	61
Champaign.....	10,073	9,544	19,617	7,322	7,191	14,513	2,946	3,841	2,856	2,477	11,175	816,390	555,899	1,372,289	...	...	229	229
Christian.....	7,509	7,353	14,862	5,022	5,255	10,277	1,897	2,020	2,195	1,941	8,094	493,827	404,443	898,270	...	...	143	143
Clark.....	5,634	5,560	11,194	4,022	4,255	8,277	1,897	2,020	2,195	1,941	8,094	493,827	404,443	898,270	...	...	102	102
Clay.....	4,991	4,778	9,769	3,546	3,325	6,871	896	1,049	1,309	1,035	4,408	321,751	232,997	554,748	...	...	95	95
Clinton.....	4,897	4,782	9,679	3,546	3,325	6,871	896	1,049	1,309	1,035	4,408	321,751	232,997	554,748	...	...	123	123
Coles.....	7,292	7,247	14,539	5,022	5,255	10,277	1,897	2,020	2,195	1,941	8,094	493,827	404,443	898,270	...	...	121	121
Cook.....	469,532	449,165	908,697	306,507	308,545	614,052	132,461	185,513	2,015	2,015	270,051	41,458	424,702	877,210	...	...	171	171
Crawford.....	3,804	4,594	8,398	3,007	2,194	5,201	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	99	99
DeWitt.....	3,890	3,890	7,780	3,007	2,194	5,201	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	165	165
DeWitt.....	3,890	3,890	7,780	3,007	2,194	5,201	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	91	91
DeWitt.....	3,890	3,890	7,780	3,007	2,194	5,201	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	80	80
Douglas.....	3,920	4,105	8,025	3,007	2,194	5,201	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	143	143
DuPage.....	3,491	3,588	7,079	2,647	2,433	5,080	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	46	46
Edgar.....	3,871	3,647	7,518	2,647	2,433	5,080	1,075	1,616	2,015	1,699	270,051	41,458	424,702	877,210	...	...	78	78
Edwards.....	2,623	2,566	5,189	1,879	1,818	3,697	589	774	1,069	2,111	7,553	221,932	130,554	352,486	...	...	136	136
Effingham.....	3,219	3,075	6,294	2,092	2,043	4,135	819	986	1,309	1,035	4,408	321,751	232,997	554,748	...	...	107	107
Fayette.....	2,273	2,823	5,096	1,819	1,643	3,462	519	686	1,309	1,035	4,408	321,751	232,997	554,748	...	...	...	...
Ford.....	4,101	3,909	8,010	2,910	2,798	5,694	1,112	1,105	1,361	1,190	4,608	306,241	246,791	553,032	...	...	...	...



## Summary for 1899.

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COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	No. of males under 21 years of age.....	No. of females under 21 years of age.....	Total number of persons under 21 years of age...	No. of males between the ages of 6 and 21.....	No. of females between the ages of 6 and 21.....	Total number of persons between the ages of 6 and 21.....	No. of male pupils enrolled in graded schools	No. of female pupils enrolled in graded schools	No. of male pupils enrolled in ungr'd'd schools	No. of female pupils enrolled in ungr'd'd schools	Total number of pupils enrolled.....	Days of attendance in graded schools.....	Days of attendance in ungraded schools.....	Total days' attendance...	No. of districts having no schools.....	No. of dists. having school less than 110 days.....	Number of districts having school 110 days or more.....	Total number of school districts.....
Adams.....	13,904	13,767	27,671	9,613	9,640	19,253	2,651	3,598	2,536	2,323	12,108	944,245	424,780	1,369,025	2	1	179	182
Alexander.....	4,455	4,350	8,805	3,290	3,245	6,535	1,105	1,199	2,536	2,880	4,114	299,677	98,374	398,051	2	1	179	182
Bald.....	4,105	4,048	8,153	2,982	2,972	5,954	858	901	1,485	1,224	4,468	217,418	249,281	466,699	1	1	77	77
Boone.....	2,820	2,870	5,690	1,991	1,971	3,962	972	1,018	1,485	1,224	3,379	297,038	147,671	444,709	1	1	77	77
Brown.....	2,554	2,546	5,100	1,821	1,721	3,542	3,642	3,642	1,181	1,124	2,885	81,606	209,151	290,757	1	1	62	62
Bureau.....	8,567	8,316	16,883	6,024	5,920	11,944	2,334	2,355	2,227	2,082	8,998	614,016	409,777	1,023,793	1	3	198	202
Burton.....	2,310	2,296	4,606	1,604	1,498	3,102	1,389	1,322	2,227	2,082	8,998	27,412	125,501	152,913	1	1	35	35
Carroll.....	3,979	3,756	7,735	2,844	2,636	5,480	1,044	1,133	1,208	1,003	4,408	321,764	223,997	545,761	1	1	103	103
Cass.....	3,657	3,677	7,334	2,488	2,481	4,969	1,057	1,141	983	998	4,119	306,125	166,774	472,899	1	1	61	61
Cassapaign.....	10,073	9,544	19,617	7,161	6,567	13,728	2,946	2,896	2,856	2,477	11,775	816,390	555,899	1,372,289	1	1	229	229
Christian.....	7,509	7,353	14,862	5,322	5,121	10,443	1,997	2,030	2,196	1,941	8,094	493,937	404,442	898,379	1	1	143	143
Clark.....	5,684	5,560	11,244	4,027	3,835	7,862	1,889	1,000	2,282	2,195	6,368	226,956	233,840	460,796	1	1	102	102
Clay.....	4,994	4,778	9,772	3,646	3,321	6,967	896	1,049	1,800	1,513	3,358	195,873	225,083	420,956	1	1	95	95
Clinton.....	4,867	4,762	9,629	3,473	3,154	6,627	734	763	1,202	1,015	3,651	164,367	195,531	359,898	1	1	68	68
Cook.....	7,292	7,247	14,539	5,057	4,895	9,952	1,937	2,135	2,015	2,015	270,051	515,458	364,366	879,824	1	1	123	123
Coles.....	460,582	449,166	909,748	305,507	308,545	614,052	132,464	133,613	2,077	1,997	270,051	41	41	41	1	1	171	172
Crawford.....	4,804	4,594	9,398	3,407	3,194	6,601	917	946	2,010	1,699	5,772	208,537	298,402	506,939	1	1	99	99
Cumberland.....	3,985	3,890	7,875	2,925	2,686	5,611	575	618	2,010	1,699	5,772	208,537	298,402	506,939	1	1	99	99
DeKalb.....	6,038	6,271	12,309	4,368	4,435	8,803	1,826	1,816	1,538	1,497	6,724	130,930	297,341	418,271	1	1	165	165
DeWitt.....	4,030	4,014	8,044	2,843	2,782	5,625	1,051	1,153	1,308	1,304	4,816	555,180	315,782	870,961	1	1	95	95
Douglas.....	3,920	4,105	8,025	2,843	2,811	5,654	1,013	1,114	1,244	1,199	4,816	274,001	223,109	497,110	1	1	91	91
DuPage.....	6,491	6,097	12,588	4,590	4,163	8,753	1,699	1,790	1,994	1,904	5,382	505,076	238,587	743,663	1	1	80	80
Edgar.....	5,871	5,667	11,538	4,185	3,997	8,182	1,476	1,538	1,870	1,870	6,782	373,446	346,305	719,751	1	1	143	143
Edwards.....	5,199	5,199	10,398	3,997	3,997	7,994	1,538	1,538	1,870	1,870	6,782	373,446	346,305	719,751	1	1	143	143
Effingham.....	5,219	5,075	10,294	3,692	3,531	7,223	810	794	1,569	1,441	4,604	224,889	149,554	374,443	1	1	78	78
Essex.....	7,273	6,822	14,095	5,192	4,643	9,838	813	866	3,045	2,771	7,535	166,825	450,130	616,955	1	1	136	136
Franklin.....	4,107	3,909	8,016	2,916	2,738	5,654	1,112	1,105	1,261	1,160	4,638	306,341	246,791	553,132	2	2	107	109

10, 206	9, 773	19, 981	7, 167	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	204
4, 128	3, 811	7, 939	2, 733	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	54
5, 670	5, 306	10, 976	2, 733	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	95
5, 762	5, 568	10, 976	2, 733	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	93
5, 871	5, 083	11, 330	2, 733	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	85
6, 660	6, 671	10, 464	2, 733	6, 814	13, 981	2, 713	2, 841	3, 067	2, 823	11, 444	732, 776	591, 636	1, 324, 412	182
2, 036	1, 811	3, 547	1, 418	1, 210	9, 492	1, 929	1, 894	2, 106	2, 401	5, 782	89, 819	323, 784	818, 677	5
2, 378	2, 139	4, 517	1, 593	1, 447	2, 628	474	512	1, 061	898	1, 959	13, 644	107, 395	120, 939	32
7, 978	7, 590	15, 968	5, 587	5, 462	11, 049	2, 145	2, 274	1, 941	1, 806	8, 166	600, 196	373, 196	973, 362	69
5, 822	5, 142	16, 964	6, 205	5, 695	11, 900	1, 906	1, 812	2, 297	2, 825	5, 167	683, 494	1, 193, 969	1, 973, 362	228
5, 886	5, 052	16, 438	6, 880	5, 617	11, 397	1, 587	1, 644	2, 602	2, 397	8, 230	342, 067	316, 998	659, 085	228
5, 884	5, 268	10, 952	6, 886	5, 748	7, 004	5, 596	5, 625	2, 368	2, 372	5, 761	111, 202	370, 050	481, 252	104
7, 297	6, 906	14, 202	5, 177	4, 674	9, 551	1, 053	1, 050	2, 577	3, 295	8, 975	203, 392	434, 470	696, 062	132
3, 387	3, 254	7, 771	2, 390	2, 291	4, 081	1, 756	1, 746	1, 053	917	7, 472	203, 392	185, 896	389, 298	67
5, 256	5, 293	10, 549	3, 223	3, 064	7, 490	1, 661	1, 130	1, 570	1, 573	5, 334	325, 450	290, 597	616, 077	120
15, 302	15, 302	30, 959	10, 756	10, 749	21, 505	5, 822	5, 822	1, 521	1, 300	14, 630	128, 005	221, 186	340, 791	69
7, 847	7, 473	15, 320	6, 654	5, 824	10, 978	1, 951	1, 935	1, 940	1, 300	7, 326	608, 838	298, 891	2, 088, 449	125
8, 491	8, 446	16, 937	5, 845	5, 947	11, 792	2, 727	2, 961	1, 857	1, 718	2, 424	158, 631	141, 243	296, 874	147
19, 045	18, 642	37, 687	13, 703	13, 164	26, 867	5, 578	5, 744	2, 782	2, 515	16, 619	765, 100	351, 704	1, 116, 804	185
3, 946	3, 960	7, 906	2, 833	2, 763	5, 596	732	748	1, 539	1, 465	4, 484	137, 568	212, 803	350, 371	102
6, 096	5, 877	11, 963	4, 344	4, 177	8, 621	1, 458	1, 465	1, 908	1, 623	6, 354	390, 564	309, 845	709, 409	72
7, 096	6, 982	13, 064	6, 379	6, 130	12, 509	1, 975	2, 080	1, 517	1, 417	6, 260	448, 467	295, 313	1, 212, 038	158
9, 311	9, 134	18, 445	6, 417	6, 278	12, 695	2, 856	2, 914	1, 782	1, 692	9, 244	816, 995	370, 170	1, 187, 165	115
9, 991	9, 497	19, 488	7, 121	6, 610	13, 731	2, 148	2, 206	2, 650	2, 476	9, 480	485, 797	432, 228	915, 015	137
14, 67	14, 127	28, 794	10, 033	9, 879	19, 912	3, 813	3, 773	2, 040	1, 858	11, 484	963, 787	519, 557	1, 483, 344	165
7, 140	6, 865	14, 025	5, 178	4, 791	9, 969	1, 924	1, 943	2, 169	1, 998	8, 034	423, 306	287, 130	710, 436	116
3, 257	3, 063	6, 350	2, 238	2, 071	4, 309	877	958	905	804	3, 544	271, 367	109, 632	440, 999	82
4, 048	3, 705	7, 843	2, 997	2, 660	5, 657	959	942	1, 298	1, 003	4, 242	237, 203	234, 178	471, 381	96
3, 122	2, 949	6, 071	2, 415	2, 094	4, 509	622	634	1, 038	1, 038	3, 511	113, 817	138, 188	242, 005	41
6, 328	6, 044	12, 372	4, 330	4, 343	8, 773	1, 778	1, 966	1, 996	1, 781	5, 111	442, 341	363, 621	905, 962	148
6, 272	5, 819	12, 091	4, 323	4, 185	8, 508	1, 466	1, 637	1, 565	1, 443	6, 111	478, 864	276, 639	755, 503	141
13, 736	12, 713	27, 713	9, 969	9, 623	19, 592	3, 943	4, 116	3, 188	2, 897	14, 141	110, 027	617, 005	1, 727, 032	295
3, 210	3, 081	6, 291	2, 242	2, 099	4, 341	982	913	806	791	3, 492	252, 263	160, 981	413, 244	57
4, 431	4, 367	8, 798	2, 222	2, 200	6, 482	1, 191	1, 256	1, 237	1, 129	4, 813	393, 728	232, 556	596, 284	114
3, 670	3, 582	7, 252	2, 593	2, 455	5, 048	431	380	2, 228	1, 114	5, 153	178, 999	195, 997	300, 996	55
7, 102	6, 933	14, 035	5, 144	5, 028	10, 172	1, 864	2, 007	1, 663	1, 507	7, 070	478, 990	391, 800	870, 790	86
7, 359	7, 017	14, 416	5, 518	5, 041	10, 559	1, 918	1, 952	1, 603	1, 195	3, 984	178, 799	328, 963	965, 768	106
3, 478	3, 293	6, 711	2, 471	2, 130	4, 601	764	751	1, 274	1, 374	3, 984	398, 631	408, 189	796, 811	176
18, 943	18, 666	38, 530	14, 082	13, 789	27, 871	6, 259	6, 182	2, 102	1, 933	16, 209	750, 214	430, 579	2, 210, 998	152
4, 911	4, 717	9, 628	3, 442	3, 253	6, 725	1, 078	1, 077	1, 403	1, 296	4, 824	258, 374	235, 507	463, 947	173
2, 697	2, 665	7, 362	2, 718	2, 521	5, 239	1, 169	1, 256	1, 150	1, 056	4, 651	296, 885	265, 373	532, 132	71
7, 231	6, 985	14, 196	6, 979	6, 918	9, 997	1, 910	1, 997	2, 243	1, 623	8, 172	34, 280	204, 842	239, 122	100
3, 901	3, 585	7, 486	2, 771	2, 477	5, 248	1, 191	1, 177	1, 898	1, 222	3, 679	38, 579	38, 579	117, 063	164
3, 574	3, 323	6, 897	2, 347	2, 347	4, 850	632	701	1, 690	1, 430	3, 566	123, 458	117, 063	240, 571	63
889	839	1, 928	729	653	1, 382	194	188	307	307	1, 060	46, 271	118, 361	118, 361	28
6, 507	6, 247	12, 754	4, 726	4, 313	9, 039	1, 409	1, 359	1, 733	1, 491	6, 082	309, 613	221, 122	530, 735	34
														96

Fulton.....  
 Gallatin.....  
 Greehe.....  
 Grundy.....  
 Hamilton.....  
 Hancock.....  
 Hardin.....  
 Henderson.....  
 Henry.....  
 Illinois.....  
 Jackson.....  
 Jasper.....  
 Jefferson.....  
 Jersey.....  
 Johnson.....  
 Kane.....  
 Kanaksee.....  
 Kendall.....  
 Knox.....  
 Lake.....  
 LaSalle.....  
 Lawrence.....  
 Lee.....  
 Livingston.....  
 Logan.....  
 Macoupin.....  
 Madison.....  
 Marion.....  
 Marshall.....  
 Mason.....  
 Massac.....  
 McDonough.....  
 McHenry.....  
 McLean.....  
 Mercer.....  
 Merce.....  
 Monroe.....  
 Montgomery.....  
 Morgan.....  
 Moultrie.....  
 Ogle.....  
 Perry.....  
 Perry.....  
 Pike.....  
 Polk.....  
 Putnam.....  
 Randolph.....



## Summary for 1899.—Continued.

TABLE I.—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	No. of males under 21 years of age.....	No. of females under 21 years of age.....	Total number of persons under 21 years of age...	No. of males between the ages of 6 and 21.....	No. of females between the ages of 6 and 21.....	Total number of persons between the ages of 6 and 21.....	No. of male pupils enrolled in graded schools	No. of female pupils enrolled in graded schools	No. of male pupils enrolled in ungr'd'd schools	No. of female pupils enrolled in ungr'd'd schools	Total number of pupils enrolled.....	Days of attendance in graded schools.....	Days of attendance in ungraded schools.....	Total days' attendance...	No. of districts having no schools	No. of dists. having school less than 110 days.....	Number of districts having school 110 days or more.....	Total number of school districts.....
Richland.....	3,900	3,800	7,700	2,886	2,750	5,636	882	905	1,563	1,513	4,863	223,556	253,781	457,337	.....	.....	87	87
Rock Island.....	10,850	10,824	21,674	7,348	7,460	14,808	3,783	3,928	1,321	1,189	10,231	1,203,741	285,802	1,489,603	.....	.....	100	101
Rocky.....	5,600	5,413	11,013	3,980	3,653	7,633	994	1,017	2,417	2,071	6,439	1,663,905	278,128	1,444,433	.....	.....	88	88
Sangamon.....	14,632	14,497	29,129	10,378	10,567	20,945	4,627	4,653	2,519	2,306	14,105	1,520,088	490,053	2,010,061	.....	.....	167	168
Sangamon.....	3,716	3,521	7,237	2,732	2,492	5,224	794	760	1,494	1,450	4,488	202,055	250,042	2,452,097	.....	.....	92	92
Scott.....	2,284	2,182	4,466	1,635	1,564	3,199	613	596	1,744	1,701	2,644	137,620	123,310	290,939	.....	.....	46	46
Shelby.....	7,760	7,391	15,151	5,504	5,227	10,731	1,279	1,228	3,201	3,031	8,739	133,411	160,162	853,279	.....	.....	169	169
Stark.....	2,050	2,093	4,143	1,414	1,452	2,866	430	513	706	706	2,355	123,786	160,162	283,945	.....	.....	71	71
St. Clair.....	20,404	19,652	40,056	13,786	13,144	26,930	5,261	5,186	2,270	1,990	14,637	1,497,717	452,468	1,550,185	.....	.....	119	119
Stephenson.....	7,488	7,132	14,620	5,322	5,222	10,544	2,031	1,605	2,108	1,852	7,135	480,012	320,698	1,567,773	.....	.....	127	127
Stephenson.....	7,041	6,772	13,813	4,810	4,610	9,420	2,031	2,027	1,818	1,633	7,509	581,720	320,698	902,418	.....	.....	120	120
Stephenson.....	5,513	5,620	11,133	3,962	3,828	7,790	1,047	1,065	1,881	1,688	5,631	218,191	295,670	443,861	.....	.....	74	74
Union.....	13,123	12,657	25,780	9,053	8,653	17,706	3,954	4,169	2,858	2,731	13,712	1,088,573	497,615	1,556,188	.....	.....	212	212
Verona.....	3,098	2,916	6,014	2,256	2,187	4,443	685	751	920	860	3,236	169,103	145,918	315,021	.....	.....	51	51
Warren.....	4,648	4,578	9,226	3,517	3,353	6,880	1,269	1,320	1,409	1,356	5,444	398,010	246,439	614,419	.....	.....	126	127
Washington.....	5,211	4,915	10,126	3,647	3,428	7,075	660	674	1,465	1,111	3,910	173,282	177,558	350,790	.....	.....	84	84
Wayne.....	6,474	6,845	13,319	4,994	4,762	9,756	876	835	3,397	3,197	8,951	430,296	496,102	696,102	.....	.....	147	147
White.....	6,278	6,090	12,368	4,741	4,388	9,129	1,456	1,396	2,213	1,947	6,952	291,360	318,755	610,115	.....	.....	105	105
Whiteside.....	16,491	15,558	32,049	11,569	11,251	22,820	4,766	4,766	2,083	1,849	7,874	596,687	442,127	1,038,814	.....	.....	139	139
Will.....	16,799	16,491	33,290	11,569	11,251	22,820	4,766	4,766	2,083	1,849	7,874	596,687	442,127	1,038,814	.....	.....	139	139
Williamson.....	6,852	6,510	13,362	4,962	4,673	9,635	1,101	1,198	2,324	2,137	14,007	1,337,064	436,745	1,759,809	.....	.....	107	107
Winnebago.....	9,338	9,136	18,474	6,532	6,297	12,829	3,412	3,475	1,235	1,137	9,259	1,013,895	275,536	1,289,431	.....	.....	119	119
Woodford.....	1,126,517	1,094,431	2,220,948	775,439	758,773	1,534,212	294,976	300,010	183,014	167,143	945,143	85,119,430	30,874,905	115,094,425	.....	.....	25	25
Totals.....	1,126,517	1,094,431	2,220,948	775,439	758,773	1,534,212	294,976	300,010	183,014	167,143	945,143	85,119,430	30,874,905	115,094,425	.....	.....	25	25

## Summary for 1899—Continued.

TABLE II.—GENERAL STATISTICS, SHOWING SCHOOL HOUSES, SCHOOLS, MONTHS OF SCHOOL, TEACHERS AND MONTHS TAUGHT.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	No. stone school houses..	No. brick school houses..	No. frame school houses.	No. of log school houses..	Total No. of school houses	No. of school houses built during year .....	No. of public high schools	No. of graded schools ....	No. of ungraded schools..	Total No. public schools .	No. of months graded schools were in session.	No. of months ungraded schools were in session.	Total No. months schools were in session.....	Average No. of months of school.....	No. of male teachers in graded schools.....	No. of female teachers in graded schools.....	No. of male teachers in ungraded schools.....	No. of female teachers in ungraded schools.....	Total No. of teachers.....	No. of months taught by male teachers in graded schools .....	No. of months taught by female teachers in graded schools.....	No. of months taught by male teachers in ungraded schools.....	No. of months taught by female teachers in ungraded schools.....	Total No. months taught in public schools.....
Adams.....	15	29	138	1	183	6	5	27	156	183	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Alexander.....	6	43	1	1	50	1	1	12	38	50	90	476	512	6.2	7	43	15	24	59	207	375	79	134	638
Bond.....	3	8	69	1	77	3	3	9	68	77	71	523	547	6.1	13	48	35	46	122	96	214	224	252	786
Boone.....	3	9	56	1	68	1	1	3	66	68	16	443	590	8.1	3	39	15	68	128	27	435	95	428	915
Brown .....	5	19	183	1	204	6	1	26	145	204	229	1,423	1,632	7.3	22	12	89	49	103	208	36	211	232	963
Bureau.....	24	6	23	1	37	1	1	2	35	37	13	224	257	7.4	12	22	25	64	188	316	891	1,135	1,135	2,432
Calhoun.....	1	13	96	1	110	1	1	10	99	109	90	766	866	7.8	12	42	27	109	150	107	148	145	79	1,250
Carroll.....	1	16	54	1	70	1	1	10	60	70	86	440	526	7.5	8	41	18	43	110	107	369	161	605	1,242
Cass.....	1	24	219	1	243	1	1	35	206	241	321	1,621	1,942	8.0	44	94	72	146	356	390	853	127	318	1,861
Champaign.....	15	15	134	1	149	2	3	19	130	149	155	999	1,154	7.7	23	69	89	92	253	185	575	637	1,072	2,766
Christian .....	23	8	81	1	104	2	4	10	84	104	78	510	545	7.1	11	19	33	66	207	81	212	258	252	963
Clark.....	7	89	7	1	96	1	1	10	86	96	79	510	545	7.1	11	19	33	66	207	81	212	258	252	963
Clay.....	17	17	62	1	71	1	1	10	62	71	123	674	822	7.3	13	20	31	61	94	105	163	219	225	714
Clinton.....	9	354	134	1	561	13	27	424	187	561	4,216	1,044	5,360	6.5	13	7	31	94	261	87	55	159	445	1,945
Coles.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Crawford.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Cumberland.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
DeKalb.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Dewitt.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Douglas.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Dodge.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Dyer.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Edwards.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Franklin.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Greene.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Hampton.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Jefferson.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Lincoln.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Madison.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Manassas.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Montgomery.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Norfolk.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Orange.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Rockingham.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Salem.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Shenandoah.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Sherburne.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Stafford.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Stuart.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Talbot.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Tara.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Warren.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Washington.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Westchester.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Winchester.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Wood.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
York.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638
Zachary.....	18	18	177	1	203	1	1	16	185	203	240	1,136	1,376	7.5	24	137	88	102	451	207	1,283	527	609	2,638

Summary for 1899—Continued.  
TABLE II.—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	No. stone school houses..	No. brick school houses..	No. frame school houses.	No. of log school houses..	Total No. school houses..	No. of school houses built during year.....	No. of public high schools	No. of graded schools.....	No. of ungraded schools..	Total No. public schools..	No. of months graded schools were in session.	No. of months ungraded schools were in session.	Total No. months schools were in session.....	Average No. of months of school.....	No. of male teachers in graded schools.....	No. of female teachers in graded schools.....	No. of male teachers in ungraded schools.....	No. of female teachers in ungraded schools.....	Total No. of teachers.....	No. of months taught by male teachers in graded schools.....	No. of months taught by female teachers in graded schools.....	No. of months taught by male teachers in ungraded schools.....	No. of months taught by female teachers in ungraded schools.....	Total No. months taught in public schools.....
Ford.....	213	107	186	109	3	2	1	11	97	108	95	774	969	8.0	14	37	33	78	163	113	319	201	573	1,306
Franklin.....	39	179	188	211	188	46	1	28	183	211	231	1,392	1,392	7.7	10	102	76	145	349	117	77	594	70	1,594
Fulton.....	12	87	87	65	158	65	1	7	158	211	231	1,392	1,392	7.7	10	102	76	145	349	117	77	594	70	1,594
Gallatin.....	16	94	87	101	86	101	4	12	86	101	141	773	773	7.9	7	42	44	25	131	131	345	234	132	2,611
Greene.....	1	3	83	86	80	86	4	18	83	101	141	773	773	7.9	7	42	44	25	131	131	345	234	132	2,611
Grundy.....	5	14	169	188	185	185	5	25	185	185	203	1,185	1,185	7.5	10	66	27	10	37	113	534	352	834	1,993
Hancock.....	4	6	60	70	62	62	1	8	62	70	67	493	493	6.3	5	18	27	49	96	149	166	333	49	1,008
Hardy.....	4	6	60	70	62	62	1	8	62	70	67	493	493	6.3	5	18	27	49	96	149	166	333	49	1,008
Henderson.....	16	184	224	233	233	233	4	25	233	233	213	1,322	1,322	7.5	19	62	70	157	345	164	842	203	1,390	2,329
Henry.....	9	119	127	127	127	127	1	15	127	127	115	628	628	8.7	26	62	70	157	345	164	842	203	1,390	2,329
Jackson.....	6	102	102	111	111	111	1	9	111	111	115	628	628	8.7	26	62	70	157	345	164	842	203	1,390	2,329
Jasper.....	8	126	126	137	137	137	1	8	137	137	64	783	783	8.2	15	23	69	46	185	110	151	348	238	1,230
Jefferson.....	3	6	64	73	64	64	1	9	64	73	67	423	423	6.7	12	19	24	40	85	108	146	159	241	1,098
Johnson.....	33	18	75	126	112	112	2	14	112	126	125	878	878	8.0	12	46	24	40	85	108	146	159	241	1,098
Jones.....	33	18	75	126	112	112	2	14	112	126	125	878	878	8.0	12	46	24	40	85	108	146	159	241	1,098
Madison.....	2	72	72	74	72	72	1	10	72	72	55	331	331	5.9	14	46	24	40	85	108	146	159	241	1,098
Manitowish.....	36	113	113	155	155	155	4	8	155	155	388	979	979	8.8	23	253	28	119	412	216	387	126	853	3,482
Marquette.....	9	6	139	154	154	154	1	21	133	154	177	1,036	1,036	7.8	17	72	28	104	221	146	2,387	159	847	4,812
Menominee.....	1	5	66	72	72	72	3	5	72	72	45	545	545	8.0	6	21	38	54	99	54	968	174	904	2,410
Neenah.....	21	94	94	115	115	115	2	21	115	115	218	1,240	1,240	7.7	25	112	38	150	325	202	968	246	904	2,410
Oneida.....	21	94	94	115	115	115	2	21	115	115	218	1,240	1,240	7.7	25	112	38	150	325	202	968	246	904	2,410
Outagamie.....	33	270	270	309	309	309	7	55	309	309	539	2,622	2,622	8.2	52	219	86	244	401	163	2,054	138	1,525	4,533
LaSalle.....	8	12	149	164	164	164	2	17	147	164	142	450	450	7.6	16	30	55	41	132	101	477	283	1,071	1,736
Lawrence.....	3	17	17	164	164	164	6	5	164	164	136	1,245	1,245	7.6	16	30	55	41	132	101	477	283	1,071	1,736
Lee.....	17	243	243	260	260	260	8	22	260	260	193	1,361	1,361	8.0	21	78	70	239	414	185	477	443	1,443	2,750
Livingston.....	17	243	243	260	260	260	8	22	260	260	193	1,361	1,361	8.0	21	78	70	239	414	185	477	443	1,443	2,750

Logan.....	13	112	125	4	3	20	105	125	170	859	1,029	8,2	19	60	40	66	185	159	513	336	523	1,531			
Mason.....	20	119	139	1	1	19	120	139	170	946	1,116	8,0	19	102	66	68	255	167	942	464	482	2,055			
McClellan.....	20	157	177	3	6	23	154	177	194	1,094	1,288	7,2	24	80	67	110	281	188	546	418	474	1,928			
Madison.....	48	198	146	1	6	37	104	146	322	1,854	1,176	8,0	15	131	54	55	273	285	1,132	231	371	2,271			
Marion.....	10	112	123	6	3	19	104	123	137	602	739	8,0	15	59	46	68	188	106	448	231	371	1,556			
Marshall.....	8	80	88	1	4	13	75	88	106	611	717	8,1	11	37	29	51	128	80	277	290	380	1,076			
Mason.....	8	80	88	1	4	13	84	97	153	644	797	8,2	11	36	27	49	133	87	314	124	129	1,045			
Mason.....	4	46	50	2	1	6	44	50	44	290	304	6,1	7	16	22	22	67	54	124	131	129	1,045			
McDonough.....	11	146	157	3	6	18	139	157	149	1,056	1,205	7,6	18	57	28	126	259	182	487	336	720	1,675			
McHenry.....	22	116	141	1	1	15	152	141	134	1,997	1,131	8,0	16	67	28	126	259	182	487	336	720	1,675			
McLean.....	32	247	279	1	10	33	244	277	321	1,975	2,296	8,3	35	158	74	190	457	303	1,377	559	1,416	3,655			
McLean.....	29	30	60	1	4	10	60	60	99	388	487	8,1	35	32	25	32	94	76	1,377	559	1,416	3,655			
Merced.....	6	109	115	1	1	16	99	115	123	715	838	7,5	18	46	35	82	179	139	256	211	304	1,210			
Monroe.....	17	34	57	1	2	4	58	57	33	396	429	7,5	8	9	35	19	71	69	78	211	304	1,210			
Montgomery.....	21	123	144	3	10	17	127	144	128	879	1,007	7,0	20	67	77	81	245	149	512	447	432	1,540			
Morgan.....	13	100	113	1	5	18	95	113	148	694	842	7,4	19	79	43	55	195	145	696	316	378	1,525			
Moultrie.....	7	79	86	1	2	15	78	86	61	601	662	7,7	11	23	47	57	138	84	170	269	382	855			
Ogle.....	16	155	178	4	6	18	132	178	132	1,329	1,461	8,2	19	56	43	177	295	150	483	235	1,094	1,962			
Peoria.....	29	133	167	2	4	32	135	167	302	1,109	1,411	8,4	34	242	39	112	427	312	2,320	306	803	3,741			
Perry.....	10	66	76	3	2	9	67	76	67	428	495	6,5	9	36	28	51	124	67	266	151	277	761			
Pike.....	26	143	171	1	4	25	145	170	102	706	808	7,9	20	35	46	54	155	158	275	333	378	1,139			
Pike.....	2	61	64	1	1	2	62	64	13	324	337	5,2	4	4	4	4	223	223	456	472	531	1,682			
Pope.....	2	50	54	1	1	11	43	54	72	241	313	5,8	11	20	27	17	75	72	32	144	147	494			
Pulaski.....	2	33	34	1	1	4	30	34	33	243	276	8,1	4	6	9	23	42	33	46	70	173	322			
Randolph.....	23	77	104	3	2	15	89	104	113	569	682	6,5	13	41	37	53	144	100	219	234	335	998			
Rock Island.....	21	99	122	2	2	32	90	122	208	696	964	7,9	26	173	49	83	314	225	201	274	218	756			
Rock Island.....	2	58	89	1	1	11	78	89	63	455	517	5,8	17	23	77	6	123	93	1,538	151	515	2,459			
Rock Island.....	42	146	188	1	1	14	138	188	342	1,163	1,505	8,1	44	170	78	78	370	379	1,585	599	664	3,127			
Ryan.....	18	87	94	1	1	14	80	94	107	535	642	6,8	12	27	35	79	153	87	213	196	349	835			
Schuyler.....	18	152	171	4	1	12	153	170	109	1,140	1,249	7,2	14	42	25	104	265	92	1,538	151	515	2,459			
Scott.....	5	66	71	3	3	6	65	71	51	535	576	8,1	6	23	29	54	112	51	1,538	151	515	2,459			
St. Clair.....	94	53	148	4	4	35	112	147	348	923	1,271	8,6	61	155	62	62	330	562	1,468	509	614	2,953			
St. Clair.....	17	106	146	3	3	17	130	147	157	1,046	1,203	8,2	14	60	64	106	244	113	602	896	650	1,761			
St. Clair.....	13	114	127	3	3	19	108	127	161	890	1,051	8,2	21	76	32	76	205	176	661	262	627	1,726			
St. Clair.....	4	73	78	1	3	12	66	78	74	359	433	5,5	13	32	56	11	112	83	232	300	59	674			
St. Clair.....	39	186	225	7	4	10	225	225	326	1,382	1,708	7,6	64	135	108	101	398	445	1,159	748	634	2,986			
Union.....	8	47	55	1	1	4	40	45	55	71	281	352	6,1	11	20	38	10	79	73	153	232	49	507		
Vermont.....	7	125	132	1	2	12	132	132	104	956	1,060	8,0	8	52	36	106	202	92	415	238	718	1,434			
Washington.....	9	75	84	1	2	7	78	85	49	467	516	6,1	13	20	36	46	115	92	152	217	250	711			
Wayne.....	1	147	148	10	2	11	137	148	83	879	962	6,5	23	19	81	262	128	138	135	626	253	1,143			
Wayne.....	6	102	108	2	2	20	88	108	130	534	724	6,7	30	34	85	46	195	197	218	444	150	1,009			
Whiteside.....	17	158	146	1	5	20	135	146	175	1,075	1,249	8,5	18	86	35	100	239	158	748	278	797	1,981			
Whiteside.....	23	189	215	4	4	42	173	215	372	1,388	1,760	8,2	30	189	31	167	417	249	1,602	185	1,203	3,230			
Willamson.....	2	97	110	1	1	8	101	109	49	320	569	5,2	12	28	84	20	144	78	188	437	53	786			
Willamson.....	15	23	97	1	1	25	110	135	241	898	1,169	8,2	13	141	36	33	126	310	1,383	147	721	2,373			
Woodford.....	6	115	121	1	4	11	110	121	91	874	965	8,0	12	36	33	53	164	82	279	240	634	1,235			
Woodford.....	180	1,775	10,801	22	12	778	222	311	2,043	10,719	12,762	17,800	79,292	97,092	7,6	2,266	11,469	5,043	7,843	26,621	19,092	106,070	30,557	48,730	204,449



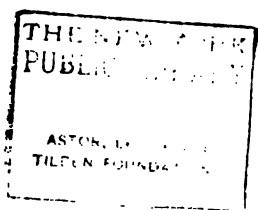




PLATE XVII.

[illegible]









[illegible]



Ford	38,368.43	12,045.30	55,260.04	591.50	707.13	1,709.00	135.95	84.54	55.55	97,970.06
Franklin	40,719.63	11,646.28	130,786.68	200.00	2.00	1,000.00	284.53	3.00	11.50	28,158.43
Wilson	4,818.51	1,497.51	27,816.78		1,643.52	2,985.00	2,540.53	5.00	21,953.95	308,141.08
Calatin	38,519.91	6,476.91	57,716.35		44.70		793.08		19.47	140.13
Green	55,513.95	6,245.09	84,716.55		1,353.12	16,135.00	1,652.79	14.50	1,711.23	38,774.25
Hamilton	25,514.16	6,245.09	20,919.57		107.00	1,050.00	1,652.79		1,711.23	125,579.10
Wasson	25,514.16	6,245.09	20,919.57		256.90	1,050.00	1,652.79		1,711.23	125,579.10
Wasson	25,514.16	6,245.09	20,919.57		422.58	11,000.00	2,124.79	6.00	1,369.17	144,008.97
Ward	25,514.16	6,245.09	20,919.57		1,342.29		2,124.79		1,369.17	12,222.97
Ward	25,514.16	6,245.09	20,919.57			2,008.00	1,319.24	73.20	153.55	57,268.01
Ward	25,514.16	6,245.09	20,919.57		254.75	12,000.00	1,319.24		205.25	234,127.46
Ward	25,514.16	6,245.09	20,919.57		1,478.65	12,000.00	1,319.24		205.25	234,127.46
Ward	25,514.16	6,245.09	20,919.57		1,040.61	6,247.00	6,968.45	22.17	1,441.10	91.50
Ward	25,514.16	6,245.09	20,919.57		502.00	1,215.23	6,968.45	41.22	1,441.10	91.50
Ward	25,514.16	6,245.09	20,919.57		45.07	1,702.23	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		166.24	1,465.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		698.43	2,238.50	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		7.75	1,200.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		2,472.37	31,400.44	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		950.11	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		2,114.80	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		1,761.02	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		2,912.75	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		403.51	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		963.83	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		2,327.85	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		644.63	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		753.52	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		1,457.52	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		1,336.57	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		698.28	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		708.96	700.00	6,968.45	29.71	367.63	9.75
Ward	25,514.16	6,245.09	20,919.57		174.74	700.00	6,968.45	29.71	367.63	9.75
Ward	25									

## Summary for 1899—Continued.

TABLE V—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Balance reported on hand July 1, 1898.....	From distribution of trus- tees.....	Amount of special district taxes received.....	Loans of district funds paid in.....	Fees of pupils who paid tuition.....	From sale of school prop- erty.....	Amount received from district school bonds is- sued for building pur- poses.....	Amount received from treasurers of other townships.....	Fees of transferred pu- pils.....	Received from all other sources.....	Errors in township treas- urers' reports of bal- ances, 1898.....	Total amount received during the year ending June 30, 1899.....
Randolph.....	\$23,778 88	\$5,562 93	\$36,105 79	\$121 00	\$1,416 65	\$97 05	\$1,249 08	\$531 29	\$28 85	\$135 09	.....	\$69,015 61
Richland.....	4,049 39	4,426 12	28,580 81	.....	1,130 50	30 00	800 00	153 21	.....	2 52	.....	38,172 55
Rock Island.....	81,026 41	10,424 78	172,616 44	.....	1,363 80	55 54	44,150 00	153 21	5 25	380 11	.....	311,007 50
Rocky Mount.....	5,728 49	14,773 68	28,150 58	273 50	30 54	38 05	.....	312 06	.....	6 00	.....	39,312 80
Sangamon.....	70,724 25	14,533 29	199,503 95	.....	1,438 00	35 36	6,300 00	6,878 23	113 52	388 89	.....	300,035 72
Sangamon.....	13,654 35	3,909 65	38,041 60	.....	1,362 45	309 32	3,637 03	508 52	.....	382 00	.....	58,808 05
Scott.....	10,537 57	1,967 18	29,285 17	.....	278 23	6 85	8,240 00	1,431 09	.....	34 95	.....	50,408 23
Shelby.....	25,183 89	8,480 80	72,153 30	246 34	249 75	115 45	1,450 00	2,146 99	.....	932 61	1,237 97	111,490 70
St. Clair.....	27,204 16	2,241 42	33,977 34	.....	666 69	.....	45,919 58	619 31	.....	1,729 65	.....	67,366 25
St. Clair.....	60,183 83	15,041 25	230,439 82	1,795 00	1,983 30	267 45	2,220 08	2,145 77	34 67	292 49	.....	356,376 70
St. Joseph.....	41,680 47	8,940 96	93,045 17	1,001 15	1,215 45	74 38	2,100 50	1,127 66	.....	2,486 50	.....	152,758 06
St. Joseph.....	13,246 36	5,399 86	38,209 82	225 00	1,544 57	88 32	2,900 00	291 10	5 95	2,970 17	.....	149,731 87
Tipton.....	64,558 19	13,672 88	180,744 40	67 85	1,161 00	42 20	22,207 70	578 07	.....	1,556 77	.....	229,960 62
Union.....	11,076 55	2,736 29	19,907 34	.....	1,001 17	17 84	22,207 70	578 07	486 60	1,556 77	.....	35,075 39
Warren.....	50,369 75	5,492 51	79,274 39	118 09	1,322 83	99 02	8,889 47	36 79	2 65	1,550 29	14 56	155,191 84
Washington.....	12,560 01	5,553 57	28,239 14	2,000 00	729 38	.....	13,676 00	3,451 04	11 00	4,875 37	.....	61,004 14
Wayne.....	13,539 10	6,798 15	38,343 23	270 00	889 30	134 89	4,250 00	2,232 12	5 00	68 00	.....	66,858 49
White.....	12,654 04	7,819 58	46,194 11	146 71	136 90	18 17	1,200 00	3,14 85	25 20	867 86	36 28	68,425 52
White.....	14,196 16	16,228 55	119,915 43	52 54	85 17	12 00	4,083 96	3,021 20	11 35	25 60	2 95	203,476 00
Will.....	96,991 53	19,216 92	202,242 32	3,218 80	1,450 40	846 80	1,000 00	889 08	20 00	478 84	.....	324,125 80
Williamson.....	15,851 83	6,699 75	27,006 11	4,400 00	2,193 75	121 90	1,000 00	1,053 94	1,100 30	1,100 30	.....	50,237 02
Williamson.....	49,500 12	10,167 06	147,680 07	78 30	190 41	234 40	1,800 00	2,053 94	22 35	132,582 20	1,326 67	346,878 87
Woodford.....	23,734 56	6,791 23	71,667 35	375 00	1,387 72	50 00	1,800 00	2,053 94	61 68	132,582 20	11 52	106,834 13
Totals.....	\$4,359,083 02	\$1,549,534 63	\$15,614,150 43	\$147,794 93	\$92,942 05	\$15,674 15	\$698,028 85	\$138,422 69	\$4,192 29	\$355,621 43	\$7,100 71	\$22,985,545 19





## Summary for 1899—Continued.

TABLE VI.—FINANCIAL STATISTICS—DISTRICT ACCOUNTS—EXPENDITURES.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Amount paid to male teachers in graded schools .....	Amount paid to male teachers in ungraded schools .....	Amount paid to female teachers in graded schools .....	Amount paid to female teachers in ungraded schools .....	Whole amount paid teachers .....	Paid for new school houses built and purchased .....	Amount paid for school sites and grounds .....	Amount paid for repairs and improvements .....	Amount paid for school furniture .....	Amount paid for school apparatus .....	Amount paid for books for poor children .....	Amount paid for books for district libraries .....
Franklin.....	2,524 44	12,081 75	2,430 59	1,632 41	19,680 19	1,402 41	100 00	1,424 23	619 49	174 96	.....	13 15
Fulton.....	12,848 45	18,588 88	95,421 81	20,452 50	99,311 19	4,005 28	53 00	5,917 12	1,282 85	647 96	6 70	98 85
Gallatin.....	2,950 98	8,786 68	5,219 59	2,277 98	21,155 16	.....	.....	1,708 04	1,043 86	496 95	45 00	.....
Greene.....	8,897 48	14,138 87	14,163 41	11,588 20	49,647 96	.....	.....	2,104 96	1,043 86	218 13	7 90	168 68
Grundy.....	10,090 98	4,475 96	18,924 59	17,284 04	59,745 65	15,653 32	1,530 00	4,071 86	468 33	525 22	.....	26 80
Hamilton.....	2,894 45	12,515 20	1,840 87	2,124 13	19,476 65	15,594 86	30 00	4,082 61	337 22	208 41	.....	23 00
Hancock.....	14,882 84	13,173 70	19,831 50	2,179 01	72,146 64	4,302 42	61 50	2,136 72	1,191 45	241 05	33 40	.....
Hardin.....	.....	5,728 88	.....	1,593 76	7,312 69	.....	91 00	2,288 95	.....	77 90	.....	.....
Henderson.....	.....	6,442 69	6,060 73	11,975 45	27,206 32	1,409 98	.....	2,288 73	.....	155 05	.....	62 05
Henry.....	14,727 44	7,181 22	36,077 41	38,194 55	92,520 80	14,870 80	.....	2,314 67	304 08	351 19	.....	214 19
Hickory.....	15,873 88	19,674 76	22,828 21	36,129 12	94,505 49	446 08	67 00	11,666 08	1,148 91	242 90	.....	70 00
Jackson.....	7,694 36	15,069 50	16,825 83	9,211 63	47,911 32	4,764 00	1 00	2,503 15	1,724 52	1,526 00	.....	70 00
Jasper.....	2,466 61	10,164 37	7,697 36	7,098 98	25,689 27	4,000 00	25 00	2,900 70	789 85	448 47	.....	64 77
Jefferson.....	5,882 20	17,789 21	7,568 33	5,756 32	36,976 35	1,444 66	140 05	2,900 70	789 85	130 00	.....	180 25
Jersey.....	7,395 01	5,637 04	6,183 10	9,023 02	28,098 10	.....	.....	2,969 15	175 03	57 90	.....	.....
John Davis.....	7,329 34	3,018 87	14,173 10	18,180 64	43,701 75	.....	.....	1,969 14	161 96	740 42	4 05	69 51
Johnson.....	.....	8,159 66	8,772 35	17,659 98	17,559 98	1,897 59	69 15	1,971 25	399 26	406 03	.....	72 01
Kane.....	31,723 28	5,220 79	119,655 10	27,081 97	183,680 98	60,236 59	.....	31,141 37	3,803 85	486 92	366 29	544 13
Kankakee.....	10,690 91	6,453 38	27,087 08	23,949 09	68,210 46	1,892 00	150 00	6,170 79	1,345 75	978 63	187 53	59 19
Kendall.....	4,014 98	4,576 00	8,090 50	12,947 09	39,115 48	.....	.....	1,945 62	1,177 61	323 54	.....	159 85
Knock.....	18,101 12	10,066 12	45,427 55	30,169 65	103,784 45	3,771 00	5 00	4,846 89	704 53	256 40	.....	28 25
Lake.....	13,682 00	8,063 21	24,648 75	18,238 08	74,650 99	5,793 32	.....	4,216 66	1,898 16	1,430 68	1 80	159 85
LaSalle.....	44,891 85	17,396 92	98,610 87	48,231 08	205,984 06	24,092 69	560 00	29,347 87	3,300 87	1,430 68	10 00	218 50
Lawrence.....	5,271 85	9,453 60	4,915 85	4,201 98	23,842 28	2,024 55	.....	2,825 12	.....	55 42	81 20	170 50
Lee.....	12,558 52	16,989 67	30,043 14	24,288 71	67,985 00	3,064 99	45 27	4,743 85	1,084 55	543 16	.....	389 54
Livinston.....	14,813 52	15,178 67	26,145 83	15,640 51	171,223 78	19,331 09	389 59	8,404 07	1,472 86	343 61	.....	51 61
Logan.....	11,648 54	15,178 67	26,145 83	15,640 51	73,819 11	2,110 61	100 00	6,011 02	.....	363 61	40 16	.....

Macon.....	14,904.92	22,021.22	47,312.93	19,768.80	103,907.93	659.25	12,785.21	457.41	639.45	41.40	374.40
Macopin.....	14,064.42	16,254.95	26,742.69	19,328.20	76,390.35	2,251.70	8,081.07	1,734.17	1,448.16	.....	37.00
Madison.....	21,964.05	18,672.86	45,809.24	14,317.96	100,763.61	1,515.55	8,068.00	1,521.18	1,641.94	6.16	36.15
Marion.....	6,112.18	8,049.26	17,412.09	12,352.37	43,133.61	1,980.39	2,787.65	1,505.31	1,042.82	26.58	19.62
Marshall.....	7,165.69	8,424.68	13,693.27	11,352.97	41,626.01	1,980.39	2,088.90	847.18	167.69	12.30	69.74
Mason.....	10,274.64	10,274.64	14,385.40	11,421.85	42,198.54	1,100.00	2,254.94	717.73	244.62	122.45	42.45
Masonac.....	3,567.40	10,536.58	2,049.93	3,969.85	11,247.59	523.00	727.91	420.71	226.91	136.89	49.50
McDonough.....	19,688.18	19,688.18	23,603.14	22,362.88	62,932.13	1,869.87	3,023.62	770.05	407.09	15.05	15.05
McHenry.....	23,210.19	23,210.19	23,803.14	22,362.88	65,415.94	.....	8,074.39	649.18	841.88	10.10	276.15
McLan.....	70,350.11	70,350.11	70,350.11	52,168.68	168,959.20	17,228.28	8,546.36	2,702.67	1,259.82	52.43	538.53
Menard.....	11,130.33	11,130.33	11,130.33	8,907.78	35,320.57	718.85	2,716.74	1,591.81	305.22	.....	136.26
Merced.....	15,158.88	15,158.88	16,251.15	16,251.15	48,195.61	660.50	2,716.74	1,591.81	305.22	.....	136.26
Monroe.....	3,323.10	3,323.10	3,323.10	4,581.02	24,529.35	732.80	1,798.24	62.80	359.11	8.15	10.00
Montgomery.....	19,554.89	19,554.89	19,554.89	12,439.23	58,517.65	4,894.17	3,531.22	1,268.02	582.09	321.56	54.32
Morgan.....	32,269.77	32,269.77	32,269.77	17,031.13	78,010.13	7.80	3,345.22	1,457.74	648.97	.....	151.88
Moultrie.....	9,895.26	9,895.26	7,534.95	11,401.95	34,054.52	1,720.95	2,779.45	693.55	450.10	3.35	121.88
Ogle.....	20,776.68	20,776.68	20,776.68	30,782.18	72,592.92	2,417.78	3,740.71	7,986.91	607.81	2.05	21.20
Peoria.....	12,925.85	12,925.85	12,925.85	26,869.16	56,787.61	3,950.00	19,498.91	7,986.91	325.97	.....	15.00
Perry.....	9,158.49	9,158.49	9,158.49	7,973.27	56,780.88	8,443.65	3,128.15	643.09	775.99	72.90	127.60
Platt.....	12,555.46	12,555.46	12,555.46	13,814.69	63,851.98	4,491.85	3,969.74	1,734.16	878.85	.....	88.47
Pike.....	13,674.21	13,674.21	13,674.21	14,960.97	13,015.32	4,000.00	3,385.77	4,077.20	314.58	.....	.....
Pope.....	1,424.94	1,424.94	1,424.94	2,559.89	17,019.71	595.15	621.90	913.69	491.85	2.05	.....
Pulaski.....	3,224.07	3,224.07	3,224.07	3,984.87	13,015.32	595.15	915.31	139.04	213.95	.....	35.00
Putnam.....	1,598.50	1,598.50	1,598.50	10,932.24	37,966.48	976.89	4,002.17	382.69	315.69	.....	9.00
Randolph.....	7,065.50	7,065.50	7,065.50	5,237.22	23,562.57	837.52	2,174.88	317.51	81.30	127.00	626.21
Richland.....	3,437.00	3,437.00	3,437.00	16,004.99	122,631.98	38,643.06	9,296.64	2,356.04	405.13	.....	9.75
Rock Island.....	78,469.85	78,469.85	78,469.85	16,004.99	122,631.98	38,643.06	24,905.07	2,565.31	741.61	50.00	395.60
Saline.....	4,941.53	4,941.53	4,941.53	455.24	23,112.32	212.45	3,279.20	692.02	22.37	15.50	34.00
Sangamon.....	28,042.23	28,042.23	28,042.23	22,919.19	198,390.68	212.45	3,279.20	692.02	22.37	15.50	34.00
Schuyler.....	5,645.00	5,645.00	5,645.00	9,781.77	29,147.74	2,646.14	4,002.17	382.69	315.69	.....	9.00
Scott.....	8,903.81	8,903.81	8,903.81	3,634.12	24,046.59	7,410.80	3,279.20	692.02	22.37	15.50	34.00
Shelby.....	21,950.18	21,950.18	21,950.18	15,460.49	57,271.56	3,107.61	3,446.21	910.17	627.52	7.17	27.08
St. Clair.....	23,534.17	23,534.17	23,534.17	10,754.22	28,753.28	25,390.54	3,446.21	910.17	627.52	7.17	27.08
Stephenson.....	13,499.03	13,499.03	13,499.03	17,928.22	139,753.28	1,293.47	2,923.44	2,906.01	63.62	.....	126.80
Tazewell.....	11,469.24	11,469.24	11,469.24	16,990.17	67,981.64	1,293.47	2,923.44	2,906.01	63.62	.....	126.80
Union.....	11,226.05	11,226.05	11,226.05	23,846.17	77,519.47	3,479.00	4,782.20	1,905.80	505.79	48.69	167.69
Vermilion.....	32,191.04	32,191.04	32,191.04	2,156.85	25,942.38	1,526.60	1,803.38	611.89	264.60	9.35	37.50
Warren.....	7,531.06	7,531.06	7,531.06	21,774.71	133,563.61	20,037.78	14,905.67	2,656.93	749.85	11.01	121.75
Washington.....	10,330.32	10,330.32	10,330.32	1,419.96	18,371.93	934.58	1,086.65	1,655.04	75.72	40.00	40.00
Wayne.....	17,624.74	17,624.74	17,624.74	7,819.82	56,670.99	9,143.00	4,616.64	1,210.90	690.95	32.60	32.60
White.....	9,281.59	9,281.59	9,281.59	32,056.08	32,056.08	696.05	959.53	293.40	103.02	9.35	39.25
Whiteside.....	11,705.44	11,705.44	11,705.44	4,724.74	37,250.77	869.90	2,221.76	1,453.79	577.08	9.00	7.60
Will.....	15,550.58	15,550.58	15,550.58	24,425.45	86,585.51	2,216.48	1,919.60	3,703.25	972.30	20.25	511.94
Willington.....	4,073.11	4,073.11	4,073.11	38,362.71	142,188.37	21,028.45	14,450.93	1,736.29	1,342.80	8.43	32.40
Winnebago.....	10,998.78	10,998.78	10,998.78	2,439.94	25,887.85	2,135.20	1,145.17	738.46	989.14	30.96	300.00
Woodford.....	6,121.56	6,121.56	6,121.56	21,602.57	103,581.15	38,249.78	6,661.52	1,021.29	959.90	17.15	65.20
Totals.....	\$1,857,582.99	\$1,152,065.28	\$6,726,298.90	\$1,554,478.19	\$11,290,425.36	\$1,677,313.62	\$1,109,135.99	\$175,646.91	\$76,042.77	\$48,388.46	\$80,736.39

## Summary for 1899—Continued.

TABLE VI—Continued.

COUNTIES.	13	14	15	16	17	18	19	20	21	22	23	24
	Amount paid for fuel and other incidental expenses.....	Paid clerks of district boards.....	Amount of interest paid on district bonds.....	Amount paid on principal of district bonds.....	Paid tuition of pupils transferred.....	Amount paid treasurers of other townships.....	All other expenditures...	Errors in township treasurers' reports of balance, 1898.....	Total expenditures for year ending June 30, 1899	Amount of loans of district funds.....	Balance on hand June 30, 1899.....	Total of expenditures, loans and balances.....
Adams.....	\$22,364 01	\$596 10	\$605 63	\$2,350 00	\$98 00	\$3,010 18	\$1,589 21	.....	\$174,398 48	\$589 57	\$32,342 07	\$207,330 12
Alexander.....	6,326 69	114 60	4,163 37	2,356 43	9 85	3,250 38	247 00	.....	53,253 19	50 00	6,605 51	59,908 70
Bond.....	4,065 30	248 85	1,059 67	2,580 00	44 80	3,250 38	121 39	.....	38,823 85	500 00	22,044 53	61,368 38
Boone.....	9,755 72	225 00	1,773 07	2,900 00	.....	443 99	5 00	.....	62,003 97	.....	26,250 89	88,254 86
Brown.....	3,350 59	138 70	806 21	1,850 00	.....	939 66	333 02	.....	29,253 46	.....	9,322 57	38,576 03
Bureau.....	19,630 80	789 26	1,963 46	10,876 50	43 24	1,733 01	644 35	\$35 00	153,110 20	.....	59,406 96	212,517 16
Calhoun.....	1,508 28	164 20	69 10	460 00	.....	1,733 01	320 64	.....	18,028 10	.....	3,401 67	21,429 77
Carroll.....	10,332 23	374 17	1,477 58	3,553 15	34 34	1,277 02	259 53	.....	70,367 09	.....	35,693 08	106,060 77
Cass.....	6,637 25	267 95	1,316 08	5,100 00	59 00	3,097 38	367 99	.....	184,061 22	680 00	81,051 28	265,554 35
Champaign.....	20,329 77	947 05	4,386 19	3,659 50	207 16	3,912 92	184 22	1,005 19	166,447 46	.....	92,866 57	259,313 99
Christian.....	4,831 74	252 35	3,453 58	67,675 00	.....	3,912 92	132 26	.....	48,697 32	1,140 70	47,528 32	204,215 75
Clark.....	3,137 15	220 63	254 40	600 00	6 34	348 17	585 65	.....	34,191 77	300 00	15,207 59	69,595 31
Clay.....	3,027 16	185 25	416 66	1,050 00	2 10	827 03	132 26	.....	35,706 76	60 00	17,865 48	42,571 75
Clinton.....	3,226 72	527 89	2,226 72	3,700 00	19 17	863 21	638 14	8 42	85,259 42	300 00	14,459 70	111,979 12
Coles.....	710,251 02	74,276 94	76,648 53	88,850 00	447 50	3,452 17	369,177 06	.....	8,815,578 78	.....	1,147,217 62	9,962,796 40
Cook.....	3,954 65	170 37	1,033 07	2,000 00	2 50	2,719 17	173 90	176 00	42,845 92	300 00	16,492 40	59,638 32
Crawford.....	3,194 95	174 12	893 28	1,556 30	.....	1,685 51	2,085 71	.....	39,554 06	200 00	14,753 83	54,708 39
Cumberland.....	15,732 13	365 09	2,465 20	4,230 00	2 50	1,651 92	455 47	35 00	129,810 59	.....	36,967 08	166,773 67
DeKalb.....	8,361 85	265 00	765 00	2,550 00	106 60	306 56	133 75	.....	62,629 50	330 00	19,343 53	81,973 03
Douglas.....	8,168 54	408 10	961 50	1,569 12	69 65	212 93	132 96	.....	65,913 83	.....	20,572 79	86,486 62
DuPage.....	15,408 52	387 25	1,739 50	3,500 00	.....	657 39	1,384 20	.....	101,336 76	.....	36,107 78	137,443 54
Edgar.....	10,417 21	422 65	1,380 02	2,574 00	27 69	272 95	19 82	305 13	87,236 94	.....	32,386 74	119,623 10
Edward.....	1,044 05	194 98	110 00	400 00	.....	22 36	88 50	.....	18,884 54	300 00	8,221 78	27,406 32
Effingham.....	4,045 89	138 54	952 20	2,595 33	66 81	257 65	91 58	.....	37,435 94	202 00	21,506 82	59,144 76
Fayette.....	5,018 00	255 08	1,306 57	7,598 77	46 73	1,214 71	623 71	70 62	62,052 32	.....	22,111 22	84,225 54
Ford.....	6,905 58	347 15	685 03	5,000 00	58 52	231 13	179 66	.....	66,033 53	1,000 00	30,936 55	97,970 08



## Summary for 1899—Continued.

TABLE VI—Concluded.

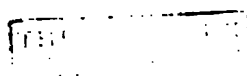
COUNTIES.	13	14	15	16	17	18	19	20	21	22	23	24
	Amount paid for fuel and other incidental expenses.....	Paid clerks of district boards.....	Amount of interest paid on district bonds.....	Amount paid on principal of district bonds.....	Paid tuition of pupils transferred.....	Amount paid treasurers of other townships.....	All other expenditures...	Errors in township treasurer's reports of balance, 1898.....	Total expenditures for year ending June 30, 1899	Amount of loans of district funds.....	Balance on hand June 30, 1899.....	Total of expenditures, loans and balances.....
Richland.....	\$3,704 55	\$143 90	\$175 40	\$875 00	85 25	\$114 89	\$177 47	.....	\$32,273 99	.....	\$5,898 56	\$38,172 55
Rock Island.....	26,261 13	1,371 97	8,819 35	48,870 00	.....	2,170 67	982 21	.....	263,466 74	.....	47,540 80	311,007 54
Rushville.....	3,247 85	1,394 42	749 79	1,625 00	.....	939 36	66 40	\$765 57	32,354 44	\$306 81	6,751 65	39,107 90
Sangamon.....	42,272 70	1,149 24	476 00	2,717 00	125 26	2,911 13	4,920 84	.....	242,732 89	300 00	57,002 83	300,035 72
Sauyer.....	3,853 25	1,118 50	1,132 41	3,829 09	6 70	713 03	.....	.....	45,189 95	.....	13,616 13	58,806 08
Scott.....	2,523 23	121 75	585 19	1,860 00	7 58	90 15	15 00	32 98	36,904 54	100 00	13,503 69	50,408 23
Shelby.....	7,825 93	522 73	966 73	3,094 54	12 69	970 64	518 79	2 42	79,320 12	.....	31,460 27	111,480 39
Stark.....	4,490 61	188 00	407 10	.....	17 31	1,789 14	74 70	.....	88,328 12	.....	28,438 13	67,366 25
St. Clair.....	40,615 95	1,851 44	11,018 40	26,350 00	416 98	694 41	1,801 94	.....	271,545 51	100 00	84,980 79	356,526 70
Stephenson.....	16,154 07	429 36	1,649 19	1,125 00	2 83	3,209 64	2,265 42	.....	95,183 43	1,000 00	56,575 23	152,758 66
Stephenswell.....	13,801 28	940 00	1,306 74	4,599 00	59 10	1,648 57	572 49	.....	111,392 62	.....	37,739 25	149,131 87
Tennison.....	4,493 86	356 30	551 67	8,966 66	427 60	312 31	255 35	.....	36,316 50	.....	21,978 94	58,295 44
Union.....	27,814 78	387 63	8,154 36	15,097 33	.....	582 96	9 56	.....	224,841 51	131 20	75,139 01	299,980 62
Vabash.....	2,835 82	170 20	531 19	1,050 00	74 66	140 48	.....	.....	25,262 27	.....	9,681 92	35,075 39
Warren.....	12,572 45	211 00	2,501 96	2,224 00	74 66	577 57	388 85	.....	88,626 15	1,379 69	66,565 69	155,191 84
Wayne.....	2,855 46	103 95	880 50	15,000 00	15 00	217 05	.....	.....	47,000 06	50 00	12,224 39	61,004 14
Washington.....	4,551 51	410 60	577 01	3,182 33	50 90	2,854 00	137 11	.....	53,016 49	175 00	13,782 00	66,858 49
White.....	5,656 06	564 75	1,045 37	3,725 00	11 35	332 70	72 44	119 16	142,587 67	171 90	15,663 47	68,125 52
Whiteside.....	20,131 46	770 50	3,637 48	5,100 00	65 00	2,753 48	125 14	18 22	58,763 67	11,783 34	54,540 52	203,476 09
Will.....	29,348 25	1,243 16	993 38	2,734 00	46 00	1,767 84	.....	.....	224,893 97	.....	87,948 49	324,125 80
Williamson.....	3,443 25	332 82	523 20	1,710 83	21 03	406 66	102 13	.....	37,922 82	.....	11,980 83	50,337 02
Winnebago.....	23,896 14	456 61	1,014 75	2,200 00	24 76	1,478 21	68,631 68	.....	244,758 75	500 00	102,120 12	346,878 87
Woodford.....	8,704 81	349 15	1,037 15	4,500 00	51 68	929 88	.....	232 39	70,381 00	.....	35,953 13	106,334 13
Totals.....	\$1,788,628 08	\$117,134 37	\$258,131 97	\$649,196 18	\$5,261 07	\$132,014 76	\$620,163 61	\$4,402 88	\$18,254,480 32	\$45,323 05	\$4,585,741 81	\$22,886,545 18



## Summary for 1899—Continued.

TABLE VII—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Cash on hand July 1, 1898, prin- cipal of town- ship fund.....	Received from investments paid off.....	Received from real estate sold during the year	Additions by sec- tion 6, Art. XII, during the year	Cash additions from other sources.....	Total—Sum of 1-5	Loans or in- vestments of township fund made during the year.....	Losses of cash ..	Cash on hand June 30, 1899, principal of township fund..	Total—Sum of 7-9
Hamilton.....	\$417 09	\$1,787 44	.....	.....	\$10 00	\$2,214 53	\$1,907 34	\$69 75	\$537 44	\$2,214 53
Hancock.....	3,631 49	7,119 20	.....	.....	.....	10,750 69	5,791 79	.....	4,958 90	10,750 69
Hardin.....	128 66	7,763 13	.....	.....	.....	891 79	805 25	.....	86 54	891 79
Henderson.....	635 34	1,916 11	.....	.....	.....	2,551 45	1,750 00	.....	801 45	2,551 45
Henry.....	6,638 99	18,111 82	.....	.....	.....	24,750 81	17,223 95	.....	7,526 86	24,750 81
Iroquois.....	11,559 92	25,753 11	.....	.....	.....	37,313 03	20,198 65	.....	17,114 38	37,313 03
Jackson.....	296 38	1,815 60	.....	\$31 45	.....	2,113 43	1,552 65	.....	560 78	2,113 43
Jasper.....	85 21	2,276 81	.....	.....	.....	2,362 02	2,059 81	.....	302 21	2,362 02
Jefferson.....	161 16	1,194 91	.....	25 00	.....	1,381 07	1,214 54	.....	166 53	1,381 07
Jersey.....	1,195 16	6,534 50	.....	306 09	.....	8,038 75	6,532 55	.....	1,406 10	8,038 75
Jo Daviess.....	7,223 19	5,623 36	.....	.....	.....	12,846 55	6,201 30	.....	6,642 25	12,846 55
Johnson.....	40 43	1,053 05	.....	.....	.....	1,093 48	937 18	.....	156 30	1,093 48
Kane.....	4,748 45	9,338 53	.....	.....	.....	14,086 98	1,895 91	.....	12,221 86	14,086 98
Kankakee.....	3,872 27	10,611 48	.....	.....	.....	14,483 75	7,318 96	.....	7,166 79	14,483 75
Kendall.....	2,354 57	5,465 58	.....	.....	.....	7,820 15	425 00	1,345 09	6,050 06	7,820 15
Knox.....	4,042 96	5,630 45	.....	.....	.....	9,673 41	3,245 68	.....	6,427 73	9,673 41
Lake.....	5,647 97	6,646 94	.....	78 06	.....	12,372 97	4,355 02	.....	8,017 95	12,372 97
LaSalle.....	12,033 44	18,708 55	\$1,003 89	.....	373 81	32,119 69	15,325 00	.....	16,794 69	32,119 69
Lawrence.....	225 99	3,180 76	.....	.....	.....	3,406 75	2,634 66	.....	772 09	3,406 75
Lee.....	6,638 73	14,977 41	.....	.....	.....	21,616 14	8,798 75	.....	12,827 39	21,616 14
Livingston.....	13,952 33	43,910 83	.....	.....	.....	58,863 16	36,785 53	.....	22,041 11	58,863 16
Logan.....	1,613 78	9,629 48	.....	.....	860 48	11,513 26	7,895 00	.....	3,618 26	11,513 26
Macoupin.....	4,702 70	19,267 86	.....	.....	.....	23,970 56	17,009 56	.....	6,961 00	23,970 56
Madison.....	1,308 22	5,310 80	.....	.....	20 10	6,639 18	3,475 51	.....	3,163 67	6,639 18
Marion.....	7,051 33	1,040 71	.....	.....	.....	8,092 04	1,110 57	.....	6,981 47	8,092 04
Marshall.....	362 54	6,128 93	.....	43 78	.....	6,894 25	2,102 81	.....	10,767 18	6,894 25
Massac.....	2,963 27	9,922 94	.....	.....	.....	12,869 99	3,113 24	.....	2,354 03	12,869 99
Massac.....	1,687 36	3,779 91	.....	.....	.....	5,467 27	440 84	.....	2,354 03	5,467 27
Massac.....	22 50	687 84	.....	.....	.....	710 34	.....	10 00	2,354 03	710 34
McDonough.....	2,038 03	6,114 31	.....	23 90	.....	8,152 34	4,982 30	.....	3,170 04	8,152 34
McHenry.....	9,936 25	9,010 18	.....	.....	.....	18,970 33	6,900 00	.....	12,970 33	18,970 33





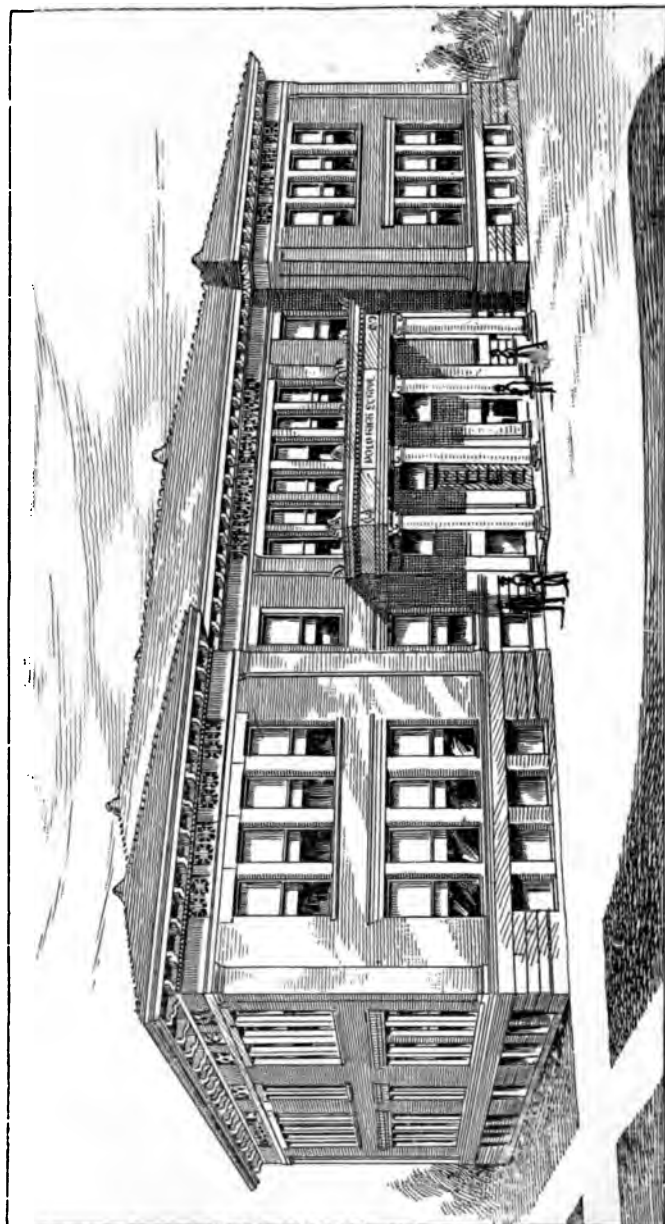


PLATE XIX—POLO-PUBLIC SCHOOL BUILDING. ERECTED 1899.

McLean.....	7,383 52	35,653 00	98 00	43,144 61	36,715 70	344 00	6,084 91	43,144 61
Menard.....	1,591 66	2,257 00	.....	3,845 66	1,649 66	.....	2,199 16	3,845 66
Merce.....	2,271 14	10,894 41	.....	12,555 55	7,237 50	.....	4,818 05	12,555 55
Monroe.....	1,960 37	1,257 40	.....	4,716 77	3,475 00	.....	1,241 77	4,716 77
Montgomery.....	3,285 61	11,795 56	.....	15,192 07	11,347 60	.....	3,844 47	15,192 07
Morgan.....	4,613 74	9,401 16	.....	8,516 28	1,356 64	.....	7,159 64	8,516 28
Moultrie.....	4,622 34	3,231 16	2 54	8,853 50	6,000 00	.....	2,853 50	8,853 50
Ocala.....	6,400 42	5,794 60	.....	12,195 02	4,373 54	.....	7,821 48	12,195 02
Ocala.....	5,707 25	6,346 10	.....	12,053 35	8,330 00	.....	3,723 35	12,053 35
Ocala.....	5,711 96	1,683 60	.....	2,177 68	1,403 81	.....	7,773 84	2,177 68
Ocala.....	1,363 60	3,630 06	.....	5,096 11	3,028 45	.....	2,067 66	5,096 11
Ocala.....	3,308 35	7,346 72	134 05	11,95 52	8,647 76	.....	3,308 76	11,956 52
Ocala.....	70 40	376 30	.....	45 45	268 87	.....	182 58	45 45
Ocala.....	49 60	869 00	4 75	918 60	619 00	.....	299 60	918 60
Ocala.....	1,968 12	2,690 49	.....	4,678 61	2,890 00	.....	1,788 61	4,678 61
Ocala.....	1,319 00	3,442 45	.....	4,761 45	3,754 43	.....	1,007 02	4,761 45
Ocala.....	4,009 73	1,182 60	.....	1,603 72	937 42	.....	6,665 30	1,603 72
Ocala.....	4,900 69	3,712 74	11 30	8,525 12	4,921 72	.....	3,603 43	8,525 12
Ocala.....	34 75	578 67	11 72	603 42	569 42	.....	34 00	603 42
Ocala.....	4,303 00	8,528 85	.....	12,831 85	4,310 61	1,717 42	6,803 82	12,831 85
Ocala.....	1,401 43	4,303 00	.....	6,204 43	4,085 00	25 60	2,093 83	6,204 43
Ocala.....	1,022 12	3,370 00	.....	3,392 18	933 00	.....	2,459 18	3,392 18
Ocala.....	1,384 10	3,236 62	.....	4,799 45	2,699 42	119 66	2,070 37	4,799 45
Ocala.....	1,059 96	2,079 97	50 00	3,139 93	1,375 00	.....	1,764 93	3,139 93
Ocala.....	4,872 83	7,450 10	.....	12,352 93	4,585 10	.....	7,767 83	12,352 93
Ocala.....	4,659 49	5,576 80	.....	10,408 73	5,688 24	.....	5,320 49	10,408 73
Ocala.....	3,324 11	20,327 33	96 70	23,851 44	10,780 42	.....	13,061 02	23,851 44
Ocala.....	8,064 95	24,832 15	.....	1,578 19	1,330 50	.....	257 69	1,578 19
Ocala.....	6,064 95	1,953 00	42 00	31,303 48	23,881 54	.....	7,421 94	31,303 48
Ocala.....	767 69	2,495 00	.....	3,262 69	1,977 81	.....	1,284 88	3,262 69
Ocala.....	1,473 66	4,321 26	.....	5,794 92	4,136 00	1,072 52	1,658 92	5,794 92
Ocala.....	512 99	1,863 66	.....	2,496 65	1,821 75	.....	674 90	2,496 65
Ocala.....	726 92	1,105 00	.....	1,849 92	981 82	.....	868 10	1,849 92
Ocala.....	14,316 10	34,045 05	18 00	49,235 37	30,523 32	.....	18,712 05	49,235 37
Ocala.....	7,446 74	20,761 09	54 72	28,557 83	16,271 41	849 79	12,286 63	28,557 83
Ocala.....	171 89	499 70	125 10	796 69	674 04	.....	122 15	796 69
Ocala.....	8,435 60	7,500 00	.....	15,957 56	5,292 00	.....	10,665 56	15,957 56
Ocala.....	3,467 02	12,198 06	.....	15,665 08	10,110 61	.....	5,554 47	15,665 08
Total.....	\$313,575 96	\$781,703 43	\$2,637 50	\$1,107,788 28	\$645,570 06	\$5,836 88	\$456,381 39	\$1,107,788 28

**TABLE VIII.—FINANCIAL STATISTICS, TOWNSHIP FUND, INVESTMENT ACCOUNT.**

COUNTIES.		1	2	3	4	5	6	7
		Loans in force, bonds and real estate owned as reported July 1, 1896	Loans on personal security made during the year.....	Loans on real estate made during the year.	Bonds bought during the year .....	Value of real estate acquired during the year	Increase, if any, in value of investments and real estate .....	Total of columns 1-6....
Adams.....		\$40,227 31	\$3,948 96	\$2,909 00	\$275 00			\$47,980 27
Alexander.....		10,353 87	10,531 50	1,549 50	500 00			23,944 87
Bond .....		17,326 80	6,697 70	1,984 00				25,998 50
Boone .....		11,350 24	6,538 91					17,889 15
Brown .....		14,690 48	3,487 90	71 00				18,179 43
Bureau.....		18,613 45	3,975 44	1,700 00			\$0 80	23,290 69
Cashoun.....		15,618 42	5,865 30	2,558 62			1 70	23,122 13
Carroll.....		39,436 43	1,396 30	2,435 00	500 00			44,666 73
Cass.....		29,430 12	23,684 10	2,600 00	300 00		49 30	56,023 52
Champaign.....		17,611 41	2,091 94	15,062 73				34,765 08
Christian.....		57,015 55	2,780 24					59,795 79
Clark.....		20,216 89	1,696 44	250 96				22,107 95
Clay.....		28,940 30	1,120 00	323 45			160 20	30,383 95
Clinon.....		24,186 20	4,787 91	600 00				32,574 11
Coles.....		10,412 62	6,764 09	1,923 39				23,455 31
Cook.....		19,857 23	1,712 75	14,597 30				40,312 50
Crawford.....		19,083 18	2,766 64	986 00				22,835 82
Cumberland.....		61,116 18	1,458 00	770 66				63,644 84
DeKalb.....		21,601 44	1,853 76	4,384 80				27,839 99
DeWitt.....		66,597 64	13,860 49	5,941 00				86,398 03
Douglas.....		16,965 61	800 00					17,765 61
DuPage.....		47,349 06	2,472 83	1,186 00				50,996 38
Edgar.....		16,966 31	307 80	746 99				18,010 90
Edwards.....		11,831 34	545 00	645 00				12,921 34
Birmingham.....		29,614 23	1,845 36	660 00				32,119 59
Payette.....		196,757 93	6,159 53	4,775 00	1,300 00			209,992 46
Pond.....		6,472 89	596	4,106	125 00	\$14,659 37		198,651 53
Franklin.....							2 67	7,393 25



Summary for 1899—Continued.  
TABLE VIII.—Continued.

COUNTIES.	1	2	3	4	5	6	7
	Loans in force, bonds and real estate owned as reported July 1, 1898.	Loans on personal security made during the year.....	Loans on real estate made during the year ;	Bonds bought during the year .....	Value of real estate acquired during the year	Increase, if any, in the value of investments and real estate.....	Total of columns 1-6....
Rock Island.....	\$29,306 30	\$1,075 00	\$3,196 72	\$650 00	.....	.....	\$34,228 02
Saline.....	8,100 85	519 17	50 25	.....	.....	.....	8,670 27
Sangamon.....	44,322 95	2,850 61	1,960 00	.....	.....	.....	48,513 56
Schuyler.....	31,752 46	935 00	3,100 00	.....	.....	.....	35,817 46
Scott.....	12,145 23	933 00	.....	.....	.....	.....	13,076 22
Shelby.....	35,852 43	2,109 42	500 00	.....	.....	\$61 21	38,063 06
Stark.....	28,940 46	375 00	1,000 00	.....	.....	.....	31,315 46
St. Clair.....	60,667 20	1,770 00	2,515 10	.....	.....	.....	64,952 30
Stephenson.....	37,359 43	3,105 00	1,863 24	600 00	.....	.....	42,447 67
Stephens.....	78,717 89	4,069 92	6,720 50	.....	.....	17 52	90,525 98
Tazewell.....	8,668 19	870 50	9,459 00	.....	.....	.....	9,898 69
Union.....	108,938 79	12,563 89	9,812 96	2,300 00	.....	5 00	133,611 33
Vermilion.....	10,643 85	1,337 81	640 00	.....	.....	.....	12,626 76
Warren.....	22,835 09	773 50	.....	.....	.....	.....	23,714 59
Washington.....	24,857 83	2,076 00	2,000 00	.....	.....	2 00	28,936 83
Wayne.....	23,512 58	1,374 78	545 97	.....	.....	.....	25,434 30
White.....	14,537 89	435 00	250 82	.....	.....	.....	15,409 21
Whiteside.....	191,800 79	3,471 32	23,897 00	3,165 00	.....	.....	222,324 11
Will.....	117,656 86	11,311 51	11,311 51	.....	.....	.....	138,869 77
Williamson.....	7,444 00	403 86	267 24	.....	.....	.....	8,115 06
Winnebago.....	20,532 09	1,682 00	2,000 00	600 00	.....	86 00	24,809 00
Woodford.....	57,091 76	8,567 06	1,533 56	.....	.....	.....	67,202 37
Total.....	\$15,165,861 44	\$397,508 76	\$316,323 96	\$17,077 96	\$14,659 37	\$6,472 96	\$15,816,924 45

TABLE VIII—Continued.

COUNTIES.	8	9	10	11	12	13	14	15	16	17
	Loans on personal security paid off during the year or put into land.....	Loans on real estate paid off during the year or put into land..	School bonds paid off during year .....	Real estate sold during the year .....	Depreciation in loans on real estate during the year.....	Depreciation in loans on personal security during the year .....	Depreciation in value of real estate held during the year .....	Total of columns 8-14..	Difference between columns 7 and 15, being the whole amount of investments to June 30, 1899.....	* Net increase or decrease—difference between 1 and 16.....
Adams.....	\$2,339 08	\$5,394 80	\$75 00				\$341 65	\$7,908 88	\$39,551 29	8676 02
Alexander.....	553 53	977 00						1,872 18	9,972 69	291 18
Bond.....	7,476 84	1,585 00						9,061 84	16,827 79	460 14
Boone.....	250 00	1,899 88						2,139 88	9,658 27	1,600 97
Brown.....	555 25	471 01						1,027 26	13,764 22	316 25
Bureau.....	2,954 52	3,364 19					25 00	6,343 71	53,436 34	1,177 11
Calhoun.....	2,422 47	942 93						3,365 40	19,766 78	1,148 36+
Carroll.....	5,202 98	5,563 00	100 00					10,865 98	62,490 45	2,924 02+
Cass.....	1,126 30	4,055 00						5,211 30	39,474 42	44 30+
Champaign.....	23,301 73	13,190 01	100 00					36,591 74	179,699 53	2,085 09+
Christian.....	2,204 40	3,291 70						5,496 10	53,610 95	8,404 60+
Clark.....	1,943 42	586 28						2,529 70	19,778 29	498 60
Clay.....	1,171 78	778 45					4 10	2,796 33	29,909 46	30 84
Clinton.....	1,659 83	1,133 09						1,950 23	26,505 08	220 23
Coles.....	5,398 70	2,471 58						8,140 28	32,772 22	1,539 48
Cook.....	8,848 31	28,000 00	4,300 00	\$2,635 00				43,774 31	10,380,649 58	22,183 01
Crawford.....	2,286 20	771 00						3,057 20	19,537 80	349 43
Cumberland.....	3,302 07	175 00	100 00				83 50	3,670 57	18,999 80	4,013 36
DeKalb.....	3,128 92	5,765 00	972 24					9,865 16	57,102 80	2,121 71+
DeWitt.....	1,183 27	4,170 00	200 00	385 00				2,583 27	21,814 19	1,610 51
Douglas.....	16,532 00	4,400 00					115 00	21,402 00	64,987 03	1,412 07
DuPage.....	782 09	813 46						3,335 57	14,130 04	2,735 57
DuSable.....	3,056 35	725 00	1,000 00		\$1,940 02	\$238 00		5,019 38	45,937 03	1,412 03
Edwards.....	1,012 22	853 99				16 00		1,862 21	16,148 39	897 92
Effingham.....	7,769 20	515 90				16 60		1,830 80	11,280 54	140 80
Franklin.....	2,233 45	581 24				136 01		2,940 70	29,168 79	445 44
Franklin.....	7,186 52	19,770 00						26,956 52	169,695 30	62 63
Franklin.....	694 65					50 95		745 63	6,555 62	82 74+

## Summary for 1899—Continued.

TABLE VIII—Concluded.

COUNTIES.	8	9	10	11	12	13	14	15	16	17
	Loans on personal security paid off during the year or put into land.....	Loans on real estate paid off during the year or put into land.	School bonds paid off during the year.....	Real estate sold during the year.....	Depreciation in loans on real estate during the year.....	Depreciation in loans on personal security during the year.....	Depreciation in value of real estate held during the year.....	Total of columns 8-14.	Difference between columns 7 and 15, being whole amount of investments to June 30, 1899.....	*Net increase or decrease—difference between 1 and 16.....
Fulton.....	4,231 50	4,324 00						8,555 50	40,063 74	1,793 00
Gallatin.....	601 42	1,401 10				10 20		2,002 52	15,579 33	1,163 91
Greene.....	100 00	1,927 50						2,027 70	84,693 77	1,137 70
Grundy.....	2,435 69	5,900 00	250 00				12 10	9,535 69	43,541 63	2,235 69
Hamilton.....	1,439 14	3,238 30						1,799 54	77,271 80	1,191 53
Hancock.....	4,105 51	3,013 68						7,119 20	78,691 99	1,327 41
Hardin.....	442 50	320 63						1,763 13	5,109 32	1,170 76
Henderson.....	1,856 11	59 00						1,915 11	20,393 66	106 11
Henry.....	8,168 82	9,943 00						18,111 82	93,378 24	657 57
Idaho.....	13,186 31	12,016 80	550 00					25,753 42	149,293 61	5,556 77
Jackson.....	1,278 10	537 94			30 00			1,875 60	11,053 20	273 49
Jasper.....	1,736 29	540 48			5 10			2,281 87	33,769 21	393 09
Jefferson.....	820 50	374 35	100 00			25 00		1,354 50	16,628 67	111 33
Jersey.....	1,435 50	4,943 00						6,378 50	40,373 63	530 25
John Davis.....	3,079 00	2,564 28						5,643 28	8,072 53	715 53
Johnson.....	722 39	250 40						972 79	37,213 49	313 33
Kane.....	6,053 33	2,860 00	700 00					9,613 33	77,053 49	5,040 33
Kankakee.....	4,435 53	3,962 53	200 00					8,598 06	30,683 41	2,394 97
Kendall.....	2,436 00	3,390 45	60 00					6,886 45	30,683 41	2,394 97
Knox.....	2,630 00	2,430 00	100 00					5,160 00	150,069 24	4,113 63
Lake.....	7,071 24	11,720 00		1,003 89			100 00	19,812 74	18,793 97	6,186 10
LaSalle.....	7,445 53	11,720 00						19,165 53	18,793 97	6,186 10
Lawrence.....	2,445 70	10,357 92						12,803 62	242,304 92	7,128 20
Lee.....	4,319 49	26,119 51	960 00					32,399 00	46,368 71	2,034 43
Livingston.....	16,811 33	7,570 63						24,381 96	141,093 14	1,856 21
Logan.....	2,893 69	10,438 98	260 00			86		13,592 67	41,379 73	1,856 21
Madison.....	8,633 90	2,695 86						11,329 76	41,379 73	1,856 21
Macoupin.....	2,645 01							2,645 01		

Madison .....	3,488 13	2,540 83				6,128 95	56,793 41	890 50+
Marion .....	1,010 71	30 00			105 34	1,146 05	17,596 69	35 48-
Marshall .....	4,227 84	5,935 10				9,922 94	27,510 33	7,870 13-
Mason .....	2,786 91	993 00				3,779 91	34,340 96	668 67-
Massac .....	1,750 00	558 94				687 84	10,623 81	247 00-
McDonough .....	5,252 31	862 00				6,114 31	26,148 39	1,132 01-
McHenry .....	2,110 00	6,900 18				9,010 18	67,973 11	3,010 18-
McLean .....	18,424 38	17,228 71				35,653 09	201,925 60	962 61+
Menard .....	6,670 00	1,587 00				2,257 00	9,966 72	607 50-
Mercer .....	3,445 00	6,939 41				10,284 41	25,546 91-	2,546 91-
Monroe .....	7,645 12	3,899 44	250 00		606 22	12,511 78	23,923 50	1,217 60+
Montgomery .....	2,650 00	1,260 00			26 22	3,910 00	83,853 84	2,563 36-
Morgan .....	231 16	900 00				2,757 40	57,529 66	1,421 06-
Moultrie .....	4,594 60	2,085 00	200 00			5,794 60	12,496 17	343 63+
Ogle .....	3,460 10	4,231 35				7,691 45	132,312 29	61 98-
Perry .....	1,044 34	1,980 00				1,465 69	37,036 76	610 61-
Platt .....	1,659 06	4,709 05	100 00	1,401 45	568 60	3,639 06	57,990 70	518 55-
Pike .....	2,437 67				223 13	9,216 77	13,111 97	289 69-
Pope .....	376 30	200 00			80	568 43	11,538 40	250 90-
Pulaski .....	668 00	1,080 10				969 80	18,266 37	209 51+
Putnam .....	1,590 39	2,475 00				2,190 49	25,490 05	311 98+
Randolph .....	1,967 45	160 00				3,442 15	16,400 04	245 27-
Richland .....	1,022 69	1,198 00				1,182 69	30,515 29	1,208 98+
Rock Island .....	2,524 74	1,198 00			108 95	3,712 74	7,962 65	4,218 24-
Saline .....	533 91	44 76			100 00	687 62	29,964 71	818 00-
Sangamon .....	4,940 35	3,598 50				8,538 85	90,914 46	1,437 00-
Schuyler .....	745 00	4,069 00				4,903 00	10,705 22	555 99-
Scott .....	1,720 00	650 00				2,370 00	29,235 49	704 97-
Shelby .....	2,043 62	1,183 00				3,226 62	34,596 44	2,488 06-
Stark .....	1,740 00	2,079 97				2,079 97	57,172 20	9,719 28-
St. Clair .....	1,728 68	5,740 10				7,469 10	36,970 87	3,488 06-
Stephenson .....	3,799 34	16,431 65	296 34			5,576 80	63,996 60	9,719 28-
Tazewell .....	607 00	155 00				20,527 33	3,116 65	648 60+
Union .....	15,238 23	8,553 92	1,070 00		922 42	25,784 57	108,066 75	1,903 08-
Vermilion .....	528 00	1,425 00				1,953 00	10,678 76	29 51+
Wabash .....	2,495 00	1,370 00			450 00	2,486 00	21,219 69	1,716 60-
Warren .....	3,151 26	38 00				4,971 26	23,850 64	161 91-
Washington .....	1,948 66	304 25				1,943 66	14,304 21	122 19-
Wayne .....	710 75	24,641 60	711 60	800 00	406 70	1,105 00	187,073 36	4,727 43-
White .....	6,891 86	13,147 41	734 00	660 00		35,250 75	112,448 69	5,129 69-
Whiteside .....	6,879 68		50 00			21,411 09	8,116 34	8,174 24-
Will .....	449 70	2,250 00	200 00			7,699 70	28,609 00	2,123 09-
Williamson .....	3,050 00	5,668 34				12,196 06	55,504 31	2,067 40-
Winnebago .....	6,514 72							
Woodford .....								
Totals .....	\$363,003 30	\$405,000 95	\$13,669 19	\$6,866 34	\$2,198 05	\$797,066 08	\$15,019,844 40	\$146,037 04-

\* Increase is marked +; decrease, -.



## Summary for 1899—Continued.

TABLE IX.—FINANCIAL STATISTICS, TOWNSHIP FUND, BALANCE SHEET, DR.

COUNTIES.	1	2	3	4	5
	Cash on hand July 1, 1898, principal of township fund.	Amount of notes, bonds and real estate held July 1, 1898.	Cash additions during the year.	Increase in value of investments and real estate.	Total of columns 1-4.
Adams .....	\$3,600 25	\$40,227 31			\$43,827 56
Alexander .....	1,297 32	10,263 87	\$300 00		11,861 19
Bond .....	688 25	17,287 93			17,976 18
Boone .....	2,636 44	11,259 24			13,895 68
Brown .....	332 24	14,080 48	135 00		14,547 72
Bureau .....	5,511 10	54,613 45	77 55	\$0 80	60,202 90
Calhoun .....	1,243 14	18,618 42	50 00	1 70	19,913 26
Carroll .....	9,740 16	59,566 43			69,306 59
Cass .....	2,086 63	39,430 12	25 00	49 30	41,591 05
Champaign .....	8,437 64	177,614 44			186,052 08
Christian .....	2,007 82	57,015 55			59,023 37
Clark .....	247 31	20,276 89	1 25		20,525 45
Clay .....	647 19	29,940 30	23 76	150 20	30,761 44
Clinton .....	957 36	26,735 31			27,692 67
Coles .....	1,272 30	34,196 20			35,468 50
Cook .....	7,302 87	10,412 53	48 00		10,420,183 46
Crawford .....	583 59	19,867 22			20,450 81
Cumberland .....	291 00	19,083 18			19,374 18
DeKalb .....	4,862 91	61,116 16			65,979 07
DeWitt .....	1,889 06	21,601 46			23,490 52
Douglas .....	4,872 04	66,597 54			67,469 58
DuPage .....	1,521 73	16,865 61	77 02		18,464 36
Edgar .....	2,501 92	47,349 06	81 12		49,932 10
Edwards .....	294 04	16,956 31			17,250 35
Effingham .....	802 73	11,521 34	28 60		12,352 67
Fayette .....	861 96	29,614 23	1 01		29,977 20
Ford .....	7,445 42	169,757 93	68 37		177,271 72
Franklin .....	239 81	6,472 88	136 27	2 67	6,851 63
Fulton .....	5,512 40	41,856 74	3 76		47,372 90
Gallatin .....	918 91	15,702 42		14 00	16,625 33
Greene .....	780 97	36,731 47			36,512 44
Grundy .....	4,905 32	50,777 52			55,682 85
Hamilton .....	417 09	27,468 33	10 00	67	27,591 09
Hancock .....	3,631 49	79,919 30			83,550 79
Hardin .....	1,286 66	4,999 16		128 64	5,255 46
Henderson .....	635 84	21,135 17			21,770 51
Henry .....	6,638 99	100,284 21			106,923 20
Iroquois .....	11,559 92	154,850 39			166,410 30
Jackson .....	266 83	11,331 66	31 45	49 49	11,678 98
Jasper .....	85 21	36,158 81			36,244 02
Jefferson .....	161 16	16,626 04	25 00		16,812 20
Jersey .....	1,196 16	40,208 28	306 09	13 29	41,735 73
Jo Daviess .....	7,223 19	43,972 09			51,195 28
Johnson .....	7 40	8,188 40			8,223 83
Kane .....	4,748 45	29,636 19			43,434 63
Kankakee .....	3,872 27	76,853 01		3,500 00	84,225 28
Kendall .....	2,854 57	21,590 96			22,945 52
Knox .....	4,042 86	32,970 18		100 80	37,113 14
Lake .....	5,647 97	41,981 16	78 06		47,707 19
LaSalle .....	12,033 44	155,111 90	373 81	373 81	167,892 96
Lawrence .....	225 99	17,335 07			17,561 06
Lee .....	6,638 73	65,530 83			72,169 56
Livingston .....	13,952 33	249,333 22	900 48		264,246 03
Logan .....	1,613 78	49,001 25			50,615 03
Macon .....	4,702 70	142,967 80			147,670 50
Macoupin .....	1,808 22	44,215 35	20 10		45,543 67
Madison .....	7,051 33	55,972 91			63,024 24
Marion .....	862 54	17,632 17			17,994 71
Marshall .....	2,903 27	35,340 46	43 78		36,277 51
Masson .....	1,697 86	35,007 63			36,694 99
Massac .....	22 50	10,870 81			10,893 31
McDonough .....	2,088 03	27,280 40			29,318 43
McHenry .....	9,936 25	70,953 29	23 90		80,943 44
McLean .....	7,399 52	200,962 99	96 00		208,354 51
Menard .....	1,591 66	10,474 22			12,066 88
Mercer .....	2,271 14	27,886 10			30,157 24
Monroe .....	1,969 37	22,705 90		500 00	25,165 27

## Summary for 1899—Continued.

TABLE IX.—Concluded.

COUNTIES.	1	2	3	4	5
	Cash on hand July 1, 1898, principal of township fund.	Amount of notes, bonds and real estate held July 1, 1898.	Cash additions during the year.	Increase in value of investments and real estate.	Total of columns 1-4.
Montgomery .....	\$3,395 61	\$94,255 65	\$0 90	\$292 37	\$97,944 53
Morgan .....	4,612 74	41,146 22	2 54		45,762 50
Moultrie .....	622 34	12,123 55			12,745 89
Ogle .....	6,400 42	53,950 72			60,351 14
Peoria .....	5,707 25	130,523 59		4 50	136,035 64
Perry .....	711 96	13,076 14			13,788 10
Platt .....	1,263 00	37,647 37	134 05		39,044 42
Pike .....	3,308 35	58,409 25		50 46	61,768 06
Pope .....	70 40	13,401 09	4 75	40 44	13,516 68
Pulaski .....	49 60	12,089 20			12,138 80
Putnam .....	1,998 12	13,096 86			20,094 98
Randolph .....	1,319 00	25,178 07			26,497 07
Richland .....	409 73	16,645 81	11 30		17,066 84
Rock Island .....	4,800 69	29,306 30	11 72		34,118 71
Saline .....	24 75	8,100 85			8,125 60
Sangamon .....	4,308 00	44,202 35			48,506 35
Schuyler .....	1,401 43	31,732 46			33,133 89
Scott .....	1,022 12	12,143 22	06		13,165 40
Shelby .....	1,394 10	35,382 43	178 73	61 21	37,016 47
Stark .....	1,059 96	29,940 46			31,000 42
St. Clair .....	4,872 83	60,067 20			64,940 03
Stephenson .....	4,653 49	37,359 43	148 44		42,191 36
Tazewell .....	3,324 11	79,717 89		17 52	83,059 52
Union .....	806 19	8,568 15			9,374 34
Vermillion .....	6,064 95	109,969 78	376 88		116,411 11
Wabash .....	580 98	10,643 95		5 00	11,229 93
Warren .....	767 69	22,536 09			23,303 78
Washington .....	1,473 66	24,357 89		2 00	26,433 54
Wayne .....	512 99	23,512 55			24,025 54
White .....	726 92	14,427 39	18 00		15,172 31
Whiteside .....	14,316 10	191,800 79	74 22		206,191 11
Will .....	7,446 74	117,598 36			125,035 10
Williamson .....	171 89	7,944 00	125 10		8,240 99
Winnebago .....	8,428 60	30,932 08	28 96	85 00	39,474 56
Woodford .....	3,467 02	57,691 76			61,158 78
Totals .....	\$313,575 98	\$15,165,881 44	\$4,142 53	\$5,442 96	\$15,489,042 93

## Summary for 1899—Continued.

TABLE X—FINANCIAL STATISTICS, TOWNSHIP FUND, BALANCE SHEET—Cr.

COUNTIES.	1	2	3	4	5	6	7	8	9
	Value of notes on personal security June 30, 1899.....	Value of notes on real estate security June 30, 1899....	Amount of school bonds held June 30, 1899.....	Value of 16th section lands held June 30, 1899.....	Value of other lands held June 30, 1899..	Losses of cash belonging to principal of fund.....	Losses on investments and real estate during the year.....	Cash on hand belonging to principal of township fund June 30, 1899..	Total—sum of columns 1-8.....
Adams.....	\$21,872 86	\$16,854 34	\$500 00		\$324 09			\$4,276 27	\$43,827 56
Alexander.....	4,075 07	5,397 62	500 00					1,546 80	11,961 19
Bond.....	11,966 49	4,861 30						1,148 39	17,976 18
Boone.....	2,977 27	6,981 00						4,237 41	13,895 68
Brown.....	9,809 22	3,855 00	100 00					783 50	14,547 72
Bureau.....	25,465 63	27,270 71	700 00					6,741 56	60,202 90
Burton.....	12,060 64	12,705 14				5 00		141 48	19,913 26
Carroll.....	11,281 89	45,908 56	1,300 00		1,000 00			6,816 14	68,306 59
Cass.....	8,988 64	30,025 78	300 00	160 00				2,116 63	41,591 05
Champaign.....	74,386 64	100,172 89	765 00	1,600 00	2,775 00			6,352 55	186,052 08
Christian.....	18,009 60	35,601 35						5,412 42	59,023 37
Clark.....	15,495 83	4,682 46			300 00			747 16	20,525 45
Clay.....	20,048 76	9,686 22	174 48		265 00		4 10	847 88	30,761 44
Clinton.....	13,765 42	12,474 66						1,187 59	27,692 67
Coles.....	19,659 25	13,113 97						2,696 25	35,468 50
Cook.....	25,265 59	921,815 62	233,750 00	7,606,107 33	1,603,711 04	16 65		29,517 23	10,420,183 46
Crawford.....	14,505 97	5,031 83						933 01	20,479 81
Cumberland.....	13,038 97	5,700 83	200 00				93 50	340 88	19,374 18
DeKalb.....	10,330 53	43,812 27	2,400 00		500 00			8,876 27	65,979 07
DeWitt.....	8,659 38	13,154 81				86		1,595 51	23,410 56
Douglas.....	31,812 82	33,174 21					115 00	2,367 55	67,469 58
DuPage.....	2,690 32	11,439 72				714 99	1,940 02	1,679 31	18,464 36
Edgar.....	32,700 81	13,236 22					238 00	3,757 07	49,692 10
Edwards.....	6,280 32	9,868 07					16 00	1,085 96	17,250 35
Franklin.....	21,673 87	7,594 92		1,705 00		15 00		1,040 53	32,332 67
Gayette.....	35,032 71	67,334 55	3,581 00	44,800 00			126 01	682 40	29,977 20
Jefferson.....	4,873 26	1,537 36	125 00		18,327 04			7,576 42	17,271 72
Franklin.....	19,405 82	20,157 92	500 00				50 98	245 03	6,851 63
Fulton.....								7,309 16	47,372 90



## Summary for 1899—Continued.

TABLE X.—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9
	Value of notes on personal security June 30, 1899.....	Value of notes on real estate security June 30, 1899....	Amount of school bonds held June 30, 1899.....	Value of 16th section lands held June 30, 1899.....	Value of other lands held June 30, 1899..	Losses of cash belonging to principal of fund .....	Losses on investments and real estate during the year.....	Cash on hand belonging to principal of township fund June 30, 1899.	Total—sum of columns 1-8.....
Saline.....	5,528 55	2,454 10	.....	.....	1,212 26	1,717 42	108 95	34 00	8,125 00
Saukamon.....	19,697 53	17,174 22	.....	.....	.....	25 60	.....	6,803 82	43,555 95
Schuyler.....	12,997 57	17,046 56	.....	.....	700 00	.....	100 00	2,093 83	33,133 89
Scott.....	5,154 24	4,751 06	100 00	.....	.....	119 66	.....	2,459 18	13,163 40
Shelby.....	23,535 41	11,594 08	.....	.....	.....	.....	.....	2,070 37	37,016 47
St. Albans.....	9,845 00	26,585 89	.....	.....	.....	.....	.....	1,764 83	31,000 42
St. Clair.....	9,331 35	44,350 85	.....	.....	3,000 00	.....	.....	1,767 83	64,940 03
Stephenson.....	10,774 43	23,490 44	600 00	.....	.....	.....	.....	5,320 49	43,191 36
Tadewell.....	28,794 88	4,102 12	100 00	.....	.....	.....	.....	13,061 02	53,059 52
Union.....	6,321 00	2,792 75	.....	.....	.....	.....	.....	257 69	9,374 34
Vermilion.....	52,323 98	45,538 38	2,900 00	6,599 39	.....	.....	922 43	7,451 94	116,111 11
Wabash.....	6,773 60	5,409 27	.....	.....	.....	.....	.....	556 77	13,729 83
Warren.....	14,744 19	5,473 10	.....	.....	.....	.....	.....	1,111 37	23,703 78
Washington.....	18,968 67	5,257 05	.....	.....	.....	1,072 52	.....	1,839 90	26,033 54
Wayne.....	25,005 35	3,347 90	.....	.....	.....	.....	450 00	593 10	31,022 54
White.....	9,724 23	4,579 88	.....	.....	.....	.....	.....	593 10	15,172 31
Whiteside.....	41,532 39	140,229 84	4,138 40	.....	579 73	.....	405 70	18,712 05	235,172 11
Will.....	36,542 32	72,787 56	2,317 00	.....	801 80	349 79	.....	12,232 63	125,035 10
Williamson.....	3,828 33	4,290 01	.....	.....	.....	50	.....	10,625 56	29,474 59
Winnebago.....	11,300 44	16,699 56	500 00	.....	200 00	.....	.....	5,554 47	61,158 78
Woodford.....	28,076 82	26,827 49	500 00	.....	.....	.....	.....	.....	.....
Total.....	\$1,797,107 89	\$3,342,982 04	\$305,903 62	\$7,914,951 60	\$1,658,899 25	\$5,806 83	\$7,010 31	\$456,381 39	\$15,489,042 93

**Summary for 1899—Continued.**

TABLE XI.—FINANCIAL STATISTICS—TOWNSHIP FUND—INC. ME.

COUNTIES.	1	2	3	4	5	6	7	8
	Interest paid on personal security loans during the year.....	Interest paid on real estate loans during the year .....	Rents received from real estate during the year.....	Interest received during the year on bonds.	Total income—sum of columns 1-4 .....	Interest past due and unpaid on personal security .....	Interest past due and unpaid on real estate loans.....	Rent past due and unpaid.....
Adams.....	\$1,292 27	\$1,201 52	\$21 00	\$24 90	\$2,449 79	\$206 13	\$18 55	
Alexander.....	1,888 82	300 35			1,690 08	104 89	68 35	\$550 00
Bond.....	837 40	300 94			1,137 34	14 26		
Boone.....	180 00	501 61		8 00	682 57	128 57	252 00	
Brown.....	183 00	148 78		24 00	3,952 03	270 76	123 19	
Bureau.....	1,671 64	1,395 39			3,066 03	387 08	156 53	
Calhoun.....	538 54	719 09		114 00	3,852 44	387 08	123 19	
Carroll.....	642 19	3,098 25			2,427 00	104 52	22 87	
Cass.....	961 46	1,565 54	541 30	26 75	11,190 67	493 58	537 91	70 50
Champaign.....	4,518 00	6,004 62			3,270 57	24 40	36 12	35 00
Christian.....	1,188 10	2,985 77			1,426 25	183 08	36 45	124 35
Clark.....	1,066 72	359 53		12 22	2,076 59	256 97	135 65	
Clark.....	1,852 32	935 05			1,518 63	280 33	89 50	
Clay.....	1,720 83	787 80	10 00		2,642 27	184 63	3,456 54	85,893 20
Clinton.....	1,616 43	49,613 22	469,913 40	9,664 49	531,241 37	460 48	167 02	
Coles.....	2,000 26	49,613 22			1,341 75	86 13		
Cook.....	945 72	396 03		19 35	1,429 05	96 60		
Crawford.....	881 39	528 31	60 00	165 00	3,653 98	113 21	32 00	
Cumberland.....	646 91	2,782 07			1,885 09	323 62	352 60	
De Kalb.....	851 88	553 21	5 00		4,247 78	424 73	149 24	5 00
Dewitt.....	2,359 44	1,903 34			2,922 10	651 39	623 94	
Douglas.....	2,502 90	719 20			2,378 01	114 15	69 60	
Dodge.....	1,902 81	575 20			1,204 79	64 71		
Duval.....	457 76	777 03	50 00		1,648 53	54 71	52 56	
Egberts.....	477 58	120 96			2,029 57	24 26		
Fayette.....	1,509 85	519 72		150 36	9,701 27			
Graham.....	2,477 76	4,709 48	2,363 67					
Harris.....								
Henderson.....								
Hickman.....								
Jackson.....								
Jasper.....								
Jefferson.....								
Lewis.....								
Macon.....								
Madison.....								
Manly.....								
Marion.....								
Meigs.....								
Monroe.....								
Morgan.....								
Murray.....								
Nash.....								
Nelson.....								
Newton.....								
Oglethorpe.....								
Panama.....								
Polk.....								
Quitman.....								
Rockwell.....								
Seminole.....								
Spalding.....								
Stewart.....								
Telford.....								
Terrell.....								
Thomas.....								
Tipton.....								
Toombs.....								
Townsend.....								
Union.....								
Upson.....								

## Summary for 1899—Continued.

TABLE XI—FINANCIAL STATISTICS—TOWNSHIP FUND—INCOME—Concluded.

COUNTIES.								
	1	2	3	4	5	6	7	8
	Interest paid on personal security loans during the year.....	Interest paid on real estate loans during the year .....	Rents received from real estate during the year.....	Interest received during the year on bonds.	Total income—sum of columns 1-4 .....	Interest past due and unpaid on personal security .....	Interest past due and unpaid on real estate loans.....	Rents past due and unpaid.....
Franklin.....	\$299 04	\$160 16	.....	\$8 75	\$467 95	\$122 67	\$52 50	\$82 14
Fullerton.....	1,406 11	1,272 47	.....	35 00	2,718 58	309 03	13 04	256 85
Greene.....	496 52	1,427 89	\$294 01	.....	1,208 72	345 79	372 77	30 00
Grundy.....	900 58	1,424 13	12 50	.....	1,932 18	101 00	59 52	.....
Hamilton.....	1,263 58	1,543 82	537 00	44 65	3,026 30	45 79	68 52	.....
Hancock.....	2,154 81	541 51	.....	.....	1,905 09	171 23	228 50	3 00
Hardin.....	222 65	2,914 82	8 00	108 90	5,186 63	391 20	29 15	.....
Henderson.....	654 40	60 30	.....	.....	282 95	134 38	7 7	.....
Henry.....	1,934 25	537 38	.....	.....	1,141 78	25 60	424 53	.....
Hoquiam.....	3,664 57	4,311 35	96 75	176 01	6,342 36	332 57	322 36	.....
Jackson.....	505 25	6,292 63	563 70	.....	10,695 91	533 68	36 00	.....
Jasper.....	1,535 01	342 29	.....	.....	847 57	165 24	91 44	.....
Jefferson.....	1,871 08	595 17	.....	.....	2,190 18	337 35	54 06	.....
Jersey.....	1,297 67	1,454 12	39 15	28 00	2,996 85	293 96	214 00	375 00
John Davis.....	1,029 51	1,240 76	57 40	.....	2,550 78	208 10	409 23	28 00
Johnson.....	1,363 69	1,044 72	.....	.....	2,550 83	72 55	34 30	.....
Kane.....	1,160 46	1,064 95	.....	205 50	2,490 91	171 56	65 42	.....
Kankakee.....	1,479 35	3,026 45	590 58	68 52	4,854 72	302 65	203 50	.....
Kendall.....	623 02	869 21	.....	.....	1,337 56	49 00	416 70	.....
Knox.....	1,112 10	1,231 92	.....	96 72	1,991 66	70 53	112 00	.....
Lake.....	2,841 31	1,717 62	.....	9 00	2,898 72	189 89	452 82	.....
LaSalle.....	829 52	5,893 43	1,895 94	92 00	10,161 68	278 00	47 90	.....
Lawrence.....	1,196 02	603 74	.....	.....	1,433 26	143 23	90 00	.....
Lee.....	4,796 44	2,546 77	30 00	169 24	3,774 79	296 44	571 41	.....
Livingston.....	8,971 50	8,971 50	2,526 75	.....	15,203 93	708 31	100 65	.....
Logan.....	4,945 55	1,988 53	.....	.....	2,934 68	100 65	130 26	.....

Macon.....	2,643.15	3,764.86	2,090.83	43.50	9,371.79	177.81	823.49	203.07
Macoupin.....	1,536.64	1,243.32	84.00	.....	2,853.02	323.46	379.42	249.25
Madison.....	1,104.01	1,504.96	169.70	90.00	2,998.67	143.92	624.01	.....
Marion.....	802.97	244.63	.....	24.00	1,071.50	251.83	157.00	.....
Marshall.....	683.56	1,343.82	.....	.....	2,176.38	122.00	27.00	.....
Massac.....	589.09	1,287.73	43.27	.....	2,140.09	68.96	117.76	.....
Massac.....	224.28	274.78	68.78	160.00	937.84	109.09	72.09	.....
McDonough.....	1,075.04	765.69	.....	.....	1,840.54	296.67	290.43	.....
McHenry.....	585.46	3,346.14	20.40	623.50	4,201.99	13.00	87.00	.....
McLean.....	2,657.36	4,848.96	3,996.50	.....	13,116.20	46.50	901.96	.....
Menard.....	506.03	256.82	42.15	90.00	846.00	98.86	25.10	.....
Merced.....	723.50	1,022.34	3.00	.....	1,898.84	66.76	130.28	.....
Monroe.....	269.65	906.70	88.72	14.25	1,265.07	48.50	.....	.....
Montgomery.....	2,571.63	1,291.41	.....	.....	4,977.29	553.85	561.15	.....
Morgan.....	653.90	1,602.53	83.44	.....	2,256.43	796.65	50.00	.....
Moultrie.....	494.00	269.21	.....	57.00	3,517.46	439.41	15.00	.....
Ogle.....	585.46	2,623.50	3,438.00	49.50	6,973.94	291.26	91.84	.....
Peoria.....	1,187.94	1,312.00	.....	.....	2,493.96	219.05	167.97	.....
Perry.....	512.82	265.69	.....	.....	2,448.86	167.72	145.29	.....
Platt.....	1,078.72	1,570.13	.....	24.00	3,244.21	464.43	435.00	.....
Pike.....	1,490.87	1,729.34	.....	2.06	797.73	163.00	53.71	.....
Pope.....	635.48	160.20	.....	.....	746.30	87.41	90.00	.....
Pulaski.....	364.06	442.24	.....	.....	1,064.54	64.80	92.46	.....
Putnam.....	427.09	637.46	.....	91.28	1,460.34	231.03	79.30	.....
Randolph.....	711.94	637.02	.....	.....	1,069.39	295.37	113.49	.....
Richland.....	662.61	376.88	.....	.....	2,047.62	164.49	3.70	.....
Rock Island.....	1,043.99	1,003.63	.....	.....	436.72	97.90	110.18	.....
Saline.....	286.86	149.87	.....	.....	2,896.90	98.23	160.50	.....
Sangamon.....	1,458.88	1,330.07	117.35	.....	1,623.58	224.14	31.93	.....
Schuyler.....	656.42	988.16	.....	.....	746.98	144.72	7.60	18.01
Scott.....	407.74	314.24	25.00	.....	2,514.09	13.00	16.96	.....
Shelby.....	1,094.26	619.83	.....	.....	1,697.36	179.20	998.40	.....
Stark.....	113.27	1,684.09	125.06	.....	3,047.97	32.82	17.00	.....
St. Clair.....	404.81	2,518.61	.....	.....	2,436.31	194.47	412.26	.....
Stephenson.....	716.78	1,719.53	11.50	.....	4,697.19	137.07	56.79	.....
Taswell.....	1,763.03	2,922.61	.....	.....	7,597.06	519.10	518.96	.....
Union.....	315.34	150.43	650.00	120.29	574.09	23.75	119.90	.....
Vermilion.....	3,628.44	3,296.33	.....	.....	1,337.89	113.24	37.67	.....
Wabash.....	354.76	219.34	.....	.....	1,597.92	842.85	32.86	.....
Warren.....	1,006.43	328.97	.....	.....	1,806.54	544.50	3.50	.....
Washington.....	1,244.46	266.54	.....	.....	12,034.09	243.11	488.47	10.00
Wayne.....	1,648.00	324.06	143.00	123.75	7,424.76	306.69	730.03	.....
White.....	619.31	9,991.23	40.00	380.03	516.00	23.59	44.53	.....
Whiteside.....	1,776.12	2,991.23	3.68	22.00	1,927.17	71.56	.....	.....
Will.....	2,401.12	1,176.88	.....	.....	3,474.78	.....	.....	.....
Williamson.....	836.44	1,101.21	.....	.....	.....	.....	.....	.....
Winnebago.....	603.96	1,644.90	.....	.....	.....	.....	.....	.....
Woodford.....	1,697.86	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$117,969.83	\$204,160.74	\$491,575.47	\$13,339.61	\$627,025.66	\$19,736.45	\$20,414.54	\$87,581.37



## Summary for 1899—Continued.

TABLE XII.—GENERAL STATISTICS, SHOWING TAX LEVY, ESTIMATED VALUE OF SCHOOL PROPERTY AND AMOUNT OF BONDED SCHOOL DEBT.

COUNTIES.	1	2	3	4	5
	Amount of district tax levy for support of schools .....	Estimated value of school property .....	Estimated value of school libraries .....	Estimated value of school apparatus .....	Amount of bonded school debt .....
Adams .....	\$143,395 86	\$468,180	\$3,174	\$7,910	\$25,003 00
Alexander .....	42,261 54	164,949	1,439	1,820	47,725 00
Bond .....	33,513 64	71,340	1,452	2,131	21,475 00
Boone .....	49,791 43	155,225	1,340	3,419	32,400 00
Brown .....	25,614 80	78,778	980	2,535	14,200 00
Bureau .....	110,992 27	350,520	6,285	11,310	24,375 00
Calhoun .....	12,019 96	32,353	713	2,480	4,500 00
Carroll .....	63,599 00	198,075	3,404	6,047	24,300 00
Cass .....	53,743 23	147,415	3,435	3,505	19,790 00
Champaign .....	149,972 54	394,028	6,233	80,082	101,375 00
Christian .....	102,620 00	252,913	2,942	6,960	59,025 80
Clark .....	39,098 31	127,885	1,925	4,455	9,200 00
Clay .....	28,970 52	79,265	1,948	3,787	2,077 00
Clinton .....	30,230 50	61,800	616	2,519	6,800 00
Coles .....	89,922 00	199,853	3,461	6,483	43,868 00
Cook .....	6,942,443 98	26,975,717	201,980	80,595	2,503,700 00
Crawford .....	35,044 29	88,970	1,226	2,832	9,200 00
Cumberland .....	35,777 00	92,130	1,397	3,228	11,185 77
DeKalb .....	101,791 27	249,790	5,845	8,181	52,690 00
DeWitt .....	61,658 86	145,790	3,322	4,030	17,100 00
Douglas .....	57,613 00	137,445	2,965	6,485	18,100 00
DuPage .....	89,520 93	257,050	4,097	8,247	37,800 00
Edgar .....	77,232 24	175,580	3,143	6,559	23,050 00
Edwards .....	19,217 19	42,735	627	2,043	2,900 00
Efingham .....	32,928 00	96,160	1,220	2,278	11,553 00
Fayette .....	44,548 00	109,890	1,971	2,980	16,830 00
Ford .....	51,361 00	142,770	2,502	6,391	18,581 00
Franklin .....	23,961 74	45,538	698	3,243	8,735 00
Fulton .....	116,769 70	389,750	5,467	10,535	62,167 50
Gallatin .....	27,400 00	64,750	357	848	10,566 00
Greene .....	56,665 55	150,085	2,950	5,616	7,278 50
Grundy .....	64,263 00	146,741	2,584	5,099	19,550 00
Hamilton .....	20,551 41	49,765	484	2,517	990 00
Hancock .....	84,890 15	218,130	1,638	9,877	36,020 00
Hardin .....	8,271 36	22,465	117	1,175	1,135 00
Henderson .....	32,223 65	56,325	1,457	3,516	3,300 00
Henry .....	125,832 58	380,542	4,491	9,898	66,945 00
Iroquois .....	119,733 18	249,000	4,064	13,740	30,273 00
Jackson .....	62,100 55	127,105	1,562	6,206	52,009 55
Jasper .....	28,648 54	56,515	616	4,712	4,102 24
Jefferson .....	46,600 80	88,735	1,220	3,498	20,716 50
Jersey .....	29,118 00	100,925	521	3,945	11,250 00
Jo Daviess .....	54,418 95	147,810	3,522	7,701	13,791 43
Johnson .....	21,356 48	60,055	1,092	1,746	6,700 00
Kane .....	288,841 00	977,505	14,164	15,175	284,000 00
Kankakee .....	90,831 18	285,086	2,825	8,240	44,940 19
Kendall .....	36,577 50	107,950	1,415	2,840	11,200 00
Knox .....	110,500 58	442,375	9,418	11,154	4,858 71
Lake .....	110,083 47	307,626	4,861	8,762	42,200 00
LaSalle .....	283,553 64	641,925	10,275	17,996	97,450 00
Lawrence .....	28,787 72	91,040	903	4,159	12,300 00
Lee .....	91,701 58	283,444	2,856	9,218	36,519 00
Livingston .....	133,262 88	378,042	4,868	11,520	88,665 00
Logan .....	89,527 06	265,845	2,579	8,490	38,300 00
Macon .....	136,807 21	375,045	5,240	7,095	95,300 00
Macoupin .....	91,128 42	223,793	2,445	10,568	3,200 00
Madison .....	129,050 63	368,546	3,332	9,261	78,370 00
Marion .....	53,282 99	134,669	1,023	2,551	4,630 00
Marshall .....	53,870 88	146,625	2,530	4,545	16,300 00
Mason .....	50,005 00	143,335	1,847	5,449	3,900 00

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PLATE XX. (See page 50-53.)

## Summary for 1899—Continued.

TABLE XII.—Continued.

COUNTIES.	1	2	3	4	5
	Amount of district tax levy for support of schools .....	Estimated value of school property .....	Estimated value of school libraries .....	Estimated value of school apparatus .....	Amount of bonded school debt .....
Massac .....	\$20,492 68	\$52,404	\$715	\$1,445	\$23,225 00
McDonough .....	84,211 00	214,389	2,269	5,498	28,785 00
McHenry .....	74,527 56	282,455	5,246	8,767	20,600 00
McLean .....	220,792 22	693,390	9,575	16,448	43,500 00
Menard .....	43,794 85	108,950	1,840	3,615	11,800 00
Mercer .....	59,886 08	140,650	2,466	5,945	19,290 00
Monroe .....	29,641 94	57,162	340	2,070	2,210 00
Montgomery .....	78,970 00	192,425	1,605	4,920	31,964 00
Morgan .....	118,106 13	288,930	3,754	5,445	35,875 00
Moultrie .....	44,341 00	95,440	2,788	3,514	15,350 00
Ogle .....	98,800 35	261,706	3,558	8,617	34,265 00
Peoria .....	301,062 13	1,025,405	9,598	17,346	35,350 00
Perry .....	36,420 67	104,296	951	2,164	19,236 00
Piatt .....	62,029 87	130,262	4,379	5,633	37,600 00
Pike .....	80,841 00	197,956	2,847	5,759	25,949 00
Pope .....	14,416 58	29,024	699	1,055	1,487 80
Pulaski .....	19,469 82	46,057	465	1,390	12,419 00
Putnam .....	15,342 06	33,575	665	2,315	.....
Randolph .....	45,830 86	130,101	2,410	4,030	28,900 00
Richland .....	27,634 00	102,785	1,571	2,572	4,870 00
Rock Island .....	194,068 44	716,680	5,998	11,398	142,720 00
Saline .....	30,693 77	75,775	535	2,390	11,850 00
Sangamon .....	203,823 43	593,090	3,578	12,999	14,239 00
Schuyler .....	37,571 28	109,640	996	1,441	18,707 00
Scott .....	28,820 00	60,975	529	2,070	8,365 00
Shelby .....	75,427 35	176,201	12,939	6,336	9,250 00
Stark .....	35,532 98	118,650	1,737	3,372	6,785 00
St. Clair .....	264,816 24	684,560	5,870	14,966	243,060 00
Stephenson .....	97,903 98	321,870	2,984	6,067	34,468 00
Tazewell .....	88,426 16	315,400	4,586	10,092	15,243 00
Union .....	31,610 00	79,969	810	2,999	12,050 00
Vermilion .....	187,437 59	552,185	5,729	13,771	139,482 00
Wabash .....	233,467 20	65,250	1,313	2,354	7,175 00
Warren .....	83,052 42	189,629	2,870	4,937	56,612 00
Washington .....	28,369 65	77,455	1,086	2,492	15,326 00
Wayne .....	38,020 63	75,866	503	2,180	7,202 40
White .....	45,976 39	127,875	1,058	3,811	12,837 30
Whiteside .....	132,111 39	333,900	5,542	10,985	70,775 00
Will .....	202,019 86	659,780	4,493	14,050	13,442 00
Williamson .....	30,545 10	73,296	862	4,056	9,365 00
Winnebago .....	128,578 67	518,155	5,102	6,200	16,100 00
Woodford .....	71,199 23	141,915	2,167	4,874	6,070 50
Totals .....	\$14,981,521 97	\$49,138,724	\$501,041	\$702,545	\$5,954,203 05

## Summary for 1899—Continued.

TABLE XIII.—SHOWING EXAMINATION OF TEACHERS, SCHOOL VISITATION, COUNTY SUPERINTENDENTS' SERVICES, INSTITUTES, NUMBER OF DIFFERENT TEACHERS AND NUMBER OF SCHOOL SUPERINTENDENTS.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Adams.....	5	11	85	167	252	10	50	12	85	25	70	95	45	45	155	15	28	28	23
Alexander.....	2	6	8	28	36	2	6	6	16	16	42	2	5	11	11	40	40	28	3
Bond.....	1	8	123	139	262	11	56	11	86	56	21	98	9	22	77	20	1	1	4
Boone.....	1	8	14	78	92	3	11	4	53	1	21	21	3	54	72	72	1	1	8
Brown.....	1	15	20	53	73	1	18	2	43	1	8	9	4	11	63	39	1	1	3
Bureau.....	1	17	89	390	479	29	52	42	273	8	75	83	1	1	204	9	1	1	2
Calhoun.....	1	10	25	22	47	3	21	2	19	1	1	2	25	114	37	37	1	1	4
Carroll.....	2	5	59	59	74	3	9	9	39	4	12	16	2	114	88	30	21	21	1
Cass.....	2	18	21	58	104	6	10	20	41	5	22	27	15	73	60	8	10	10	1
Champaign.....	1	13	119	267	386	19	79	11	191	21	67	88	6	111	203	86	35	24	1
Christian.....	1	13	174	234	408	23	152	33	162	17	38	114	6	11	114	44	12	12	1
Clay.....	6	6	29	30	59	1	11	6	9	18	20	38	8	13	92	44	2	2	1
Clark.....	5	6	88	69	157	10	48	11	32	30	31	61	13	11	114	44	12	12	1
Clinton.....	3	1	40	54	94	...	...	...	24	23	27	50	13	28	71	48	4	4	1
Coles.....	3	13	122	161	283	24	69	42	76	29	43	72	1	1	134	230	...	...	1
Cook.....	1	5	105	76	181	3	19	3	45	36	168	204	53	648	230	20	...	...	1
Crawford.....	1	5	40	265	306	3	8	8	79	29	28	28	16	23	99	20	...	...	2
Cumberland.....	3	3	75	86	161	8	59	5	67	8	10	22	44	180	131	89	32	32	4
DeKalb.....	5	13	22	71	121	...	12	4	32	10	35	45	4	5	131	30	32	32	2
DeWitt.....	1	6	46	75	121	9	29	18	51	8	13	14	6	14	86	15	15	10	2
Douglas.....	1	12	77	117	194	15	42	34	82	8	13	21	9	18	62	21	32	31	2
DuPage.....	3	8	31	108	139	...	7	7	84	12	17	29	5	82	86	31	...	...	2
Edgar.....	3	8	42	84	126	11	25	11	64	6	13	19	23	96	86	4	59	59	3
Edwards.....	1	5	40	45	85	7	19	11	24	14	18	24	1	14	49	43	1	1	4
Elmham.....	1	1	36	47	83	5	21	2	28	9	18	27	1	1	29	32	55	50	3
Fayette.....	2	7	155	136	291	18	89	12	106	48	24	72	6	29	130	19	32	32	2
Franklin.....	4	16	50	144	194	7	32	12	101	11	31	42	6	29	186	19	20	16	5

Franklin	116	45	161	11	28	2	15	77	28	105	2	6	85	54	5	67	1.25
Fulton	67	124	181	5	24	5	59	28	60	88	20	314	141	6	70	6	2
Gallatin	73	67	130	10	29	19	24	16	23	47	32	11	57	20	8	9	3
Greene	28	43	71	15	13	20	6	6	11	17	11	86	97	12	1	2	4
Grundy	35	134	189	5	15	16	70	15	68	83	11	86	97	58	3	3	2.5
Hamilton	102	137	165	5	21	20	93	21	9	30	6	19	86	40	102	85	3
Hancock	68	194	262	13	29	20	21	8	81	107	15	74	85	20	102	85	3
Hardin	37	20	57	2	22	5	12	12	8	20	3	13	36	33	1	1	3
Henderson	45	109	154	4	23	5	53	19	51	70	3	13	69	36	1	1	3
Henry	35	152	187	5	15	14	61	12	77	89	34	146	187	100	12	1	1.5
Jacquels	122	349	462	15	78	10	245	29	85	114	9	146	190	15	43	35	2
Jackson	59	74	133	14	35	16	44	10	14	24	7	100	109	12	18	18	1.5
Jasper	67	81	145	18	49	9	72	18	12	30	25	134	100	10	10	4	4
Jefferson	81	64	145	65	18	1	50	18	12	30	25	134	100	10	10	4	2.5
Jersey	25	36	61	5	18	1	33	2	2	4	5	73	73	40	1	1	2
JoDavies	13	46	59	2	10	8	36	1	2	3	26	160	126	5	1	1	4.75
Johnson	6	38	117	55	7	10	9	11	8	19	24	4	71	33	1	1	2
Kane	52	158	154	7	19	8	112	10	38	48	10	231	145	65	10	12	2.5
Kankakee	25	36	257	8	19	41	109	9	51	60	7	60	135	22	19	12	2
Kendall	13	14	42	56	3	9	33	2	4	6	4	49	72	72	81	74	2
Lake	64	193	257	9	38	3	131	17	59	76	52	152	107	39	51	1	2.25
Knox	29	118	147	6	7	13	67	16	88	54	30	43	114	114	1	1	2
LaSalle	32	159	231	4	16	38	83	10	80	90	118	253	240	20	69	30	2.5
Lawrence	93	11	164	6	49	3	35	37	34	71	13	6	78	30	15	4	2.5
Lee	107	333	443	10	50	17	154	47	165	212	48	92	160	15	4	4	1.25
Livingston	45	183	258	9	26	14	90	10	19	29	35	7	258	10	2	2	2
Logan	52	163	215	3	33	5	93	16	52	78	23	37	125	10	10	1	2
Macoupin	80	134	224	4	16	38	80	6	21	27	59	88	133	60	116	94	3
Madison	43	150	227	27	43	4	88	27	32	119	12	105	115	10	30	30	2
Marion	15	151	247	13	22	1	94	77	96	173	9	7	120	7	8	3	2
Marshall	13	19	19	1	13	1	11	5	26	31	11	97	88	68	10	10	4
Mason	13	61	94	2	15	6	43	13	22	35	3	2	94	40	13	10	2
Massac	23	42	74	1	13	9	16	7	18	25	5	12	60	41	18	12	1.5
McDonough	83	165	245	0	37	1	131	10	41	61	6	6	139	31	18	12	1.5
McHenry	17	50	224	4	33	5	203	18	16	24	5	11	141	50	69	1.5	1.5
McLean	102	304	474	30	23	4	228	11	37	45	5	11	208	10	69	1.5	1.5
Menard	18	95	102	36	22	13	10	17	13	20	14	30	115	15	3	1.5	1.5
Mercer	46	92	138	4	25	9	53	17	33	50	14	30	115	15	3	1.5	1.5
Monroe	60	45	105	12	4	2	40	5	18	35	59	86	130	27	24	20	2
Montgomery	48	62	110	5	32	2	16	15	15	42	6	38	84	45	32	15	2.5
Moran	74	202	279	11	25	4	169	10	27	36	7	3	84	70	1	3	2
Moultrie	41	73	114	4	27	10	47	15	16	36	6	3	174	37	12	5	3
Moultrie	51	145	196	5	17	6	43	23	29	95	127	23	191	37	12	5	3
Ogle	55	138	193	12	37	1	25	26	37	123	100	108	171	42	5	5	2
Perry	11	109	149	9	44	18	80	42	31	73	1	18	102	42	85	73	2
Pike	100	119	219	9	44	18	80	42	31	73	1	18	102	42	85	73	2
Pike	13	50	152	21	15	50	88	24	14	21	31	5	85	64	64	2	2
Pope	60	62	132	16	50	15	34	24	14	21	31	5	85	64	64	2	2
Potlaski	29	36	65	10	14	6	23	5	7	12	12	12	52	47	2	2	2

## Summary for 1899—Continued.

TABLE XIII.—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of different places where examinations were held during year	Whole number of examinations held during the year	No. of male applicants examined during the year	No. of female applicants examined during the year	Total number of applicants examined during the year	No. of first grade certificates issued to males	No. of second grade certificates issued to males	No. of first grade certificates issued to females	No. of second grade certificates issued to females	No. of male applicants rejected	No. of female applicants rejected	Total number rejected	No. of first grade certificates renewed during the year	No. of second grade certificates renewed during the year	No. of different schools visited during the year	No. of schools visited more than once during the year	No. of schools not visited at all during the year	No. of ungraded schools not visited during the year	Average No. of hours spent in each school
Putnam	2	6	3	11	14	2	9	1	9	9	1	1	1	25	34	34	34	34	3
Randolph	1	5	48	89	137	9	23	10	39	15	41	56	15	40	104	39	39	39	3
Richland	1	12	31	28	59	10	17	2	20	20	6	20	12	79	87	60	60	4	2.5
Rock Island	1	7	44	124	168	10	33	13	108	14	3	4	14	158	100	20	22	18	1.5
Saline	1	4	119	29	148	8	80	3	10	31	16	47	8	25	70	10	19	9	2.5
Sangamon	1	4	128	219	347	3	24	2	125	45	92	137	2	25	98	44	88	72	2.5
Schuyler	1	4	42	73	115	4	24	2	58	14	13	27	5	65	92	46	37	2	2.5
Scott	1	5	30	41	71	1	20	8	33	9	8	17	14	22	92	37	13	2	1.25
Shelby	1	6	91	104	195	13	60	30	75	18	21	39	26	65	156	77	13	2	1.25
Stark	2	7	39	109	148	17	20	37	59	2	13	15	68	48	136	71	5	5	6.2
St. Clair	1	6	53	113	166	7	22	15	54	24	44	68	48	142	147	30	3	3	1.5
Stephenson	1	12	69	209	278	6	57	15	189	6	5	11	2	2	124	2	2	2	1.25
Tazewell	2	5	32	128	160	7	18	10	90	9	20	29	25	35	78	2	3	3	2.5
Union	5	5	75	32	107	5	48	1	24	20	9	193	3	6	174	9	51	38	2.5
Vermilion	1	8	225	353	578	37	126	27	235	62	131	193	3	6	174	9	51	38	2.5
Wabash	7	13	56	37	93	10	38	4	27	8	6	14	14	14	53	5	15	14	3
Warren	1	5	38	76	114	6	25	7	58	7	11	18	14	78	117	5	15	14	3
Washington	1	4	37	41	78	15	13	9	21	11	9	20	3	22	139	18	9	7	2
Wayne	5	13	148	125	273	3	87	1	67	58	57	115	3	43	85	30	65	53	4
White	3	5	118	65	183	7	52	9	39	59	26	85	27	110	126	10	20	16	2
Whiteside	4	15	28	70	98	7	12	9	40	9	21	30	27	110	126	10	20	16	2
Will	1	10	98	659	757	15	52	13	325	31	321	352	13	112	214	49	1	1	1.5
Williamson	3	8	58	19	77	3	27	6	9	28	10	38	33	282	135	100	109	109	3.5
Winnebago	1	4	10	75	85	7	20	3	54	10	23	33	14	82	121	15	15	15	2.5
Woodford	1	4	37	80	117	7	20	3	54	10	23	33	14	82	121	15	15	15	2.5
Totals	236	970	6,143	11,852	17,992	857	3,510	1,016	7,140	1,785	3,684	5,469	1,537	5,870	10,890	3,288	1,548	1,196	2.8

## Summary for 1899—Continued.

TABLE XIII—Continued.

COUNTIES.	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
	No. of days spent in school visitation during the year.	No. of days spent in examination of teachers during the year.	No. of days spent in institute work during the year.	No. of days spent in office work during the year.	No. of days spent in other official duties.	Whole number of days of official service rendered.	Number public addresses delivered by county superintendent.	Whole number of teachers' institutes held by county superintendent.	Whole number of days' continuance of these institutes.	Number of persons enrolled entitled to attend free.	Number of other persons enrolled.	Whole number of different persons enrolled.	Number of public lectures delivered by others than county superintendent.	Number of teachers' meetings held in the county (district or township).	No. school sup'ts (city, village, etc.) who spend all their time in supervision.	No. school sup'ts (city, village, etc.) who spend $\frac{2}{3}$ or $\frac{3}{4}$ of their time.	No. school sup'ts (city, village, etc.) who spend $\frac{1}{2}$ or $\frac{3}{4}$ of their time.	No. school sup'ts (city, village, etc.) who spend but 1 hr. a day in supervision.
Adams.....	134	30	10	39	100	313	1	1	10	225	45	270	1	1	1	1	1	2
Alexander.....	97	13	6	132	30	168	1	1	6	115	8	123	1	1	1	1	1	1
Bond.....	114	26	5	141	3	306	1	1	5	104	8	104	1	1	1	1	1	1
Boone.....	106	38	5	43	14	206	1	1	5	104	8	104	1	1	1	1	1	1
Brown.....	152	15	5	141	3	316	1	1	5	78	12	78	3	3	3	3	3	3
Bureau.....	181	51	5	72	3	312	1	1	5	350	12	350	3	3	3	3	3	3
Calhoun.....	84	21	10	71	22	208	1	1	10	37	18	37	4	4	4	4	4	4
Cass.....	121	17	5	156	11	310	4	1	5	175	3	178	4	4	4	4	4	4
Carroll.....	89	24	41	35	64	253	5	1	5	80	5	85	7	7	7	7	7	7
Champaign.....	71	41	15	176	14	317	2	1	15	291	51	342	10	10	10	10	10	10
Christian.....	114	37	22	123	17	296	1	1	22	317	31	348	1	1	1	1	1	1
Clark.....	119	12	5	177	1	313	1	1	5	160	1	160	2	2	2	2	2	2
Clay.....	109	10	5	34	97	255	2	1	5	120	1	121	1	1	1	1	1	1
Clinton.....	155	20	10	83	15	283	1	1	5	175	5	180	2	2	2	2	2	2
Coles.....	127	14	5	107	4	257	1	1	5	150	42	192	45	45	45	45	45	45
Cook.....	96	15	5	145	51	315	20	1	5	550	42	592	1	1	1	1	1	1
Crawford.....	99	22	5	188	2	314	1	1	5	146	1	146	1	1	1	1	1	1
Crittenden.....	142	22	5	134	2	305	1	1	5	107	1	107	2	2	2	2	2	2
Crittenden.....	150	13	18	93	11	285	20	1	5	210	68	278	1	1	1	1	1	1
DeKalb.....	75	48	5	159	28	315	1	1	5	33	1	33	1	1	1	1	1	1
Dewitt.....	104	19	15	53	45	296	1	1	15	71	29	100	13	13	13	13	13	13
DeWitt.....	146	33	6	86	35	306	12	2	7	120	10	130	1	1	1	1	1	1
Doyle.....	107	21	5	103	6	313	4	1	5	152	1	152	1	1	1	1	1	1
DuPage.....	81	28	5	82	3	218	1	1	5	56	1	56	1	1	1	1	1	1
DuSable.....	107	21	5	82	3	218	1	1	5	56	1	56	1	1	1	1	1	1
Edwards.....	18	32	8	68	6	124	1	1	25	360	8	368	2	2	2	2	2	2
Elgin.....	111	13	25	122	31	312	3	1	6	103	6	109	3	3	3	3	3	3
Elgin.....	57	36	6	189	6	294	3	1	10	119	7	126	2	2	2	2	2	2
Franklin.....	175	52	13	68	4	312	1	1	10	119	7	126	2	2	2	2	2	2



## Summary for 1899—Continued.

TABLE XIII—Continued.

COUNTIES.	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Fulton.....	54	42	5	304	8	313	2	1	10	275	41	316	3	15	1	2	1	7
Gallatin.....	77	26	10	101	26	242	.....	1	10	186	.....	186	1	.....	.....	.....	1	.....
Greene.....	109	34	9	84	23	259	.....	1	10	186	.....	186	4	6	.....	.....	1	.....
Grundy.....	147	32	6	89	11	267	2	2	6	184	.....	184	2	.....	.....	.....	2	.....
Hamilton.....	112	29	14	108	14	367	.....	2	14	145	.....	145	3	0	.....	.....	1	.....
Hancock.....	52	26	15	277	.....	313	.....	.....	1	351	11	362	5	.....	.....	.....	.....	.....
Hardin.....	70	6	10	158	2	282	40	4	10	70	37	107	.....	.....	.....	.....	.....	.....
Henderson.....	103	38	16	198	.....	313	.....	1	6	245	.....	245	15	2	.....	.....	.....	.....
Henry.....	181	38	12	130	.....	313	10	1	12	297	62	359	12	.....	.....	.....	.....	.....
Idaho.....	85	57	.....	150	.....	313	.....	.....	.....	157	.....	157	.....	.....	.....	.....	.....	.....
Jackson.....	54	15	5	100	36	314	.....	.....	5	145	.....	145	10	1	.....	.....	.....	.....
Jasper.....	50	10	5	124	.....	313	.....	.....	6	171	.....	171	.....	.....	.....	.....	.....	.....
Jefferson.....	153	20	10	162	13	325	.....	.....	6	70	24	94	.....	.....	.....	.....	.....	.....
Jersey.....	138	36	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Joe Davis.....	130	36	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Johnson.....	102	37	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Kane.....	102	37	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Kearney.....	108	32	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Kendall.....	158	32	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Kearney.....	158	32	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Knox.....	134	38	10	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Kearney.....	130	38	5	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
LaSalle.....	119	.....	.....	209	15	313	10	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Lawrence.....	127	50	7	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Lea.....	208	23	7	162	18	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Livingston.....	64	60	6	172	10	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Logan.....	120	10	8	170	5	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....
Mason.....	196	7	5	102	3	313	.....	.....	.....	165	.....	165	1	.....	.....	.....	.....	.....

Macoupin.....	62	25	5	191	30	313	1	1	5	226	6	22	1	1	1	4
Madison.....	75	68	10	145	15	313	14	1	10	552	12	3	1	1	1	1
Marion.....	111	24	10	114	49	308	5	1	10	167	83	3	1	1	1	1
Marshall.....	165	11	6	79	16	217	5	1	6	126	18	4	1	1	1	1
Mason.....	178	20	15	100	...	313	2	1	15	118	7	2	1	1	1	1
Massac.....	78	24	...	64	61	227	...	...	...	...	...	...	...	...	...	...
McDonough.....	81	80	5	130	16	311	28	1	5	217	3	11	1	1	1	1
McHenry.....	176	17	5	169	6	313	5	1	10	269	10	12	1	1	1	1
McLean.....	109	37	...	157	10	313	...	...	...	64	4	3	1	1	1	1
McNard.....	100	17	10	71	2	200	2	1	10	40	12	3	1	1	1	1
McRee.....	136	17	5	128	19	305	...	...	...	16	1	1	1	1	1	1
Menard.....	95	14	10	158	9	258	...	...	...	80	5	3	1	1	1	1
Montgomery.....	160	21	10	130	2	313	1	1	10	175	25	10	1	1	1	1
Morgan.....	24	15	13	49	308	...	...	...	...	160	2	10	1	1	1	1
Moultrie.....	119	52	5	79	34	258	...	...	...	90	5	10	1	1	1	1
Ogle.....	118	31	5	140	15	312	2	1	5	275	...	4	1	1	1	1
Osage.....	95	41	5	170	0	271	3	1	5	384	39	58	1	1	1	1
Perry.....	121	31	5	140	15	312	2	1	5	384	39	58	1	1	1	1
Pike.....	144	96	5	111	7	303	10	1	5	67	106	6	1	1	1	1
Pope.....	147	95	10	187	13	313	2	1	10	152	3	7	1	1	1	1
Pulaski.....	105	30	5	145	6	139	5	1	5	100	12	6	1	1	1	1
Putnam.....	105	30	5	145	6	139	5	1	5	100	12	6	1	1	1	1
Randolph.....	94	35	11	123	13	304	...	...	...	100	...	6	1	1	1	1
Richland.....	105	30	5	145	6	139	5	1	5	100	12	6	1	1	1	1
Rock Island.....	148	29	5	125	85	250	...	...	...	135	...	6	1	1	1	1
Saline.....	80	45	5	120	10	251	...	...	...	354	...	12	1	1	1	1
Sangamon.....	90	45	5	120	10	251	...	...	...	120	...	3	1	1	1	1
Schuyler.....	98	12	5	173	19	313	1	1	5	126	2	3	1	1	1	1
Scott.....	102	12	5	173	19	313	1	1	5	126	2	3	1	1	1	1
Shelby.....	125	25	15	100	12	213	...	...	...	12	...	7	1	1	1	1
Stark.....	149	12	13	141	22	281	...	...	...	12	...	7	1	1	1	1
St. Clair.....	153	24	11	102	24	313	5	1	13	294	23	1	1	1	1	1
Stephenson.....	227	32	5	91	8	313	5	1	5	210	...	4	1	1	1	1
Tazewell.....	116	30	5	151	8	313	2	1	5	160	3	16	1	1	1	1
Union.....	75	24	5	142	4	250	70	1	5	195	12	5	1	1	1	1
Unionville.....	88	73	10	116	9	296	...	...	...	328	13	5	1	1	1	1
Verona.....	100	14	...	86	...	300	2	1	10	93	...	5	1	1	1	1
Verbasch.....	85	55	5	102	25	212	2	1	5	139	3	9	1	1	1	1
Washington.....	123	30	5	102	33	278	...	...	...	4	...	9	1	1	1	1
Wayne.....	83	70	5	181	...	253	...	...	...	200	4	1	1	1	1	1
White.....	42	30	...	...	...	...	...	...	...	166	...	1	1	1	1	1
Whiteside.....	75	26	7	202	3	313	10	1	6	181	7	15	1	1	1	1
Will.....	211	10	6	83	9	313	...	...	...	461	14	15	1	1	1	1
Willington.....	56	26	...	...	...	146	...	...	...	396	4	2	1	1	1	1
Willisago.....	177	16	...	...	...	297	1	1	5	396	...	1	1	1	1	1
Winnebago.....	147	24	6	126	10	313	...	...	...	110	38	1	1	1	1	1
Woodford.....	147	24	6	126	10	313	...	...	...	110	38	1	1	1	1	1
Totals.....	11,384	3,122	722	11,559	1,817	28,604	390	110	585	46,272	1,131	1,403	44	51	102	155

days by Assistant County Superintendent.

## Summary for 1899—Continued.

TABLE XIV—COUNTY SUPERINTENDENTS' COMPENSATION AND EXPENSES.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Amount of per diem compensation from State Auditor.....	Amount of per diem expenses from State Auditor.....	Amount of commissions on moneys paid township treasurers.....	Amount received as commissions on moneys loaned .....	Amount received as commissions on sales of school lands .....	Total compensation and per diem expenses ..	Amount from county treasurer for incidental and other expenses.....	Amount paid for advertising examinations of teachers and other expenses...	Total of expenses.	Total of compensation and all expenses .....
Adams .....	\$1,252 00	\$134 00	\$294 86	.....	.....	\$1,680 86	\$116 06	.....	\$116 06	\$1,796 92
Alexander .....	1,672 00	97 00	75 96	.....	.....	844 96	30 04	4 02	34 06	1,879 02
Bond .....	1,232 00	114 00	68 00	\$157 19	\$18 00	1,589 19	87 71	5 20	92 91	1,682 10
Boone .....	1,824 00	106 00	40 46	.....	.....	970 46	74 88	.....	74 88	1,045 34
Brown .....	1,264 00	162 00	37 53	.....	.....	1,453 53	.....	.....	.....	1,453 53
Bureau .....	1,248 00	181 00	192 79	.....	.....	1,621 79	705 93	.....	705 93	2,327 72
Burlington .....	832 08	84 00	31 68	15 34	.....	963 02	.....	7 05	7 05	2,970 07
Carroll .....	1,240 00	121 00	85 04	139 00	.....	1,576 04	307 99	22 00	329 99	1,906 03
Cass .....	1,012 00	89 00	67 40	57 60	.....	1,226 00	37 00	172 13	209 13	1,435 13
Champaign .....	1,268 00	71 00	216 88	.....	.....	1,555 88	413 95	1 50	415 45	1,971 33
Christian .....	1,184 00	114 00	150 06	.....	.....	1,448 06	.....	46 25	46 25	1,494 31
Clark .....	1,252 00	119 00	101 19	18 42	.....	1,490 61	.....	42 21	42 21	1,490 61
Clay .....	1,020 00	109 00	80 23	91 14	.....	1,210 14	.....	.....	.....	1,252 35
Clinton .....	1,132 00	155 00	88 35	1 55	.....	1,371 90	31 96	53 89	85 85	1,871 90
Coles .....	1,028 00	127 00	144 82	3 18	.....	1,303 00	9,420 00	.....	9,420 00	1,388 85
Cook .....	1,260 00	99 00	6,410 90	20 30	.....	7,786 90	21 08	15 00	36 03	17,206 90
Crawford .....	1,256 00	99 00	81 60	.....	.....	1,436 90	609 04	14 54	14 54	1,472 93
Cumberland .....	1,220 00	142 60	67 96	.....	.....	1,429 56	.....	50 12	659 16	2,059 57
DeKalb .....	1,140 00	150 00	110 41	.....	.....	1,400 41	45 00	69 80	114 80	1,516 90
De Witt .....	1,260 00	75 00	67 10	.....	.....	1,402 10	.....	.....	.....	1,321 97
Douglas .....	941 00	104 00	73 97	.....	.....	1,121 97	.....	96 55	96 55	1,218 52
DuPage .....	1,224 00	146 00	104 05	.....	.....	1,474 05	681 02	15 00	696 02	2,152 21
Edgar .....	1,252 00	81 00	123 19	.....	.....	1,456 19	16 82	.....	16 82	1,066 88
Edwards .....	872 00	107 00	41 34	29 64	.....	1,049 98	17 56	24 36	41 92	649 95
Elmham .....	496 00	18 00	94 03	.....	.....	608 03	.....	12 00	12 00	1,511 32
Payette .....	1,248 00	111 00	122 48	17 84	.....	1,509 32	20 00	.....	20 00	1,329 19
Ford .....	1,176 00	57 00	76 19	.....	.....	1,309 19	65 00	37 39	102 39	1,607 02
Franklin .....	1,248 00	175 00	81 63	.....	.....	1,504 63	111 15	.....	111 15	1,687 25
Fulton .....	1,252 00	54 00	231 27	.....	.....	1,537 27	.....	17 89	17 89	1,148 00
Gallatin .....	1,968 00	77 00	79 23	5 88	.....	1,130 11	71 35	10 95	82 30	1,326 93
Greene .....	1,000 00	109 00	115 80	19 83	.....	1,244 63	.....	.....	.....	.....



## Summary for 1889—Continued.

TABLE XIV—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Amount of per diem compensation from State Auditor.....	Amount of per diem expenses from State Auditor.....	Amount of commissions on moneys paid township treasurers.....	Amount received as commissions on moneys loaned.....	Amount received as commissions on sales of school lands.....	Total compensation and per diem expenses..	Amount from county treasurer for incidental and other expenses.....	Amount paid for advertising examinations of teachers and other expenses..	Total of expenses.	Total of compensation and all expenses.....
Schuyler.....	\$1,000 00	\$38 00	\$69 54	.....	.....	\$1,167 54	\$75 87	\$45 75	\$121 62	\$1,289 16
Scott.....	888 00	102 00	41 72	.....	.....	1,031 72	39 25	22 93	62 18	1,096 90
Shelby.....	1,252 00	125 00	150 57	.....	.....	1,527 57	.....	48 00	48 00	1,575 57
Stark.....	1,124 00	149 00	29 03	\$6 16	.....	1,308 19	23 95	10 00	33 95	1,342 14
St. Clair.....	1,252 00	132 00	361 77	.....	.....	1,745 77	311 12	.....	311 12	2,056 89
Stephenson.....	1,252 00	247 00	136 36	.....	.....	1,625 36	566 35	.....	566 35	2,191 69
Stazewell.....	1,252 00	146 00	138 36	13 00	.....	1,519 36	.....	72 47	72 47	1,591 83
Union.....	1,000 00	75 00	144 22	11 00	.....	1,230 22	34 19	10 00	44 19	1,274 41
Vermilion.....	1,184 00	88 00	269 26	.....	.....	1,531 56	382 09	.....	382 09	1,913 65
Wabash.....	800 00	409 00	84 23	.....	.....	1,293 23	.....	14 37	14 37	1,307 60
Warren.....	1,252 00	85 00	54 40	.....	.....	1,391 40	.....	14 35	14 35	1,405 75
Washington.....	1,112 00	123 00	97 92	1 50	.....	1,334 42	36 00	19 40	55 40	1,389 82
Wayne.....	1,012 00	48 00	154 60	9 50	.....	1,226 51	78 96	17 50	96 46	1,323 97
White.....	1,012 00	42 00	150 57	115 63	.....	1,320 21	30 00	129 63	159 63	1,479 83
Whiteside.....	1,252 00	71 00	137 80	.....	.....	1,464 80	550 00	118 95	668 95	2,133 75
Will.....	1,252 00	211 00	229 29	35 32	.....	1,757 74	1,461 80	2 77	1,464 57	3,222 31
Williamson.....	1,054 00	119 36	119 36	.....	.....	1,292 72	63 22	32 46	95 68	1,388 40
Winnebago.....	1,084 00	172 00	110 65	.....	.....	1,366 65	.....	19 69	19 69	1,386 34
Woodford.....	1,252 00	147 00	97 05	.....	.....	1,496 05	148 26	13 15	161 41	1,657 46
Totals.....	\$113,952 00	\$11,453 00	\$18,946 67	\$1,126 06	\$64 90	\$145,542 72	\$27,663 21	\$3,358 44	\$31,021 65	\$176,564 37

## Summary for 1899—Continued.

TABLE XV.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—RECEIPTS.

COUNTIES.								8
	1	2	3	4	5	6	7	
	Cash on hand July 1, 1898, held for distribution .....	Cash on hand July 1, 1898, distributed but not paid over.....	Cash on hand July 1, 1898, held for other purposes.....	Received from State Auditor.....	Received from income of county fund during the year.....	Received from fines and forfeitures.....	Other receipts.....	Total—columns 1-7.....
Adams.....	\$43 00			\$15,022 20		\$21 00	\$1 12	\$15,067 32
Alexander.....	2 61			3,675 75		10 25	1 87	3,690 41
Bond.....	36 46			2,045 54	\$425 51	40 40		2,448 91
Boone.....	14 07			2,071 50		45 50		2,131 07
Brown.....				2,923 05				2,923 05
Bureau.....	708 22	\$659 26		5,523 00		627 50		7,518 98
Calhoun.....				3,543 20		20 00		3,563 20
Carroll.....	\$15 00			2,455 62	200 20	20 00		2,690 82
Cass.....	124 91			3,455 03	786 10	43 00		4,379 04
Champaign.....	13 20			10,771 09	61 10	2 00		10,846 39
Christian.....	5 32			1,761 09	88 50	241 00		1,995 89
Clark.....	3 04			5,071 32		71 00		5,145 34
Clay.....	23 93			4,081 11	16 00	71 00		4,171 04
Clinton.....	30 22			4,170 02	40 20	77 50		4,317 94
Coles.....	50 22			7,311 27	40 20	8 51		7,370 19
Cook.....	53 27	17,660 75		3,453 71	204 23	1,150 25	327 50	19,150 71
Crawford.....	13 27			4,863 14		18 00		4,894 61
Cumberland.....	68 78	170 44		3,673 59				3,912 81
De Witt.....				2,785 61		47 00		2,832 61
Dallas.....	24 00			4,781 11		264 23		5,069 34
Daviess.....	34 91	301 96		6,560 89		31 00		7,202 66
DeWitt.....	5 36			2,071 13	94 56	31 00		2,262 05
Dickinson.....				4,707 54		3 00	24 26	4,734 80
Elbert.....	126 12			6,023 22	100 56	63 23		6,313 13
Elbert.....	31 75			3,880 53		43 94		3,956 22
Gold.....								

## Summary for 1899—Continued.

TABLE XV.—Continued.

COUNTIES.	1	2	3	4	5	6	7	8
	Cash on hand July 1, 1898, held for distribution .....	Cash on hand July 1, 1898, distributed but not paid over.....	Cash on hand July 1, 1898, held for other purposes .....	Received from State Auditor .....	Received from income of county fund during the year.....	Received from fines and forfeitures.....	Other receipts.....	Total—columns 1-7.....
Franklin.....	\$10.65	\$7.30		\$4,212.12		\$43.25		\$4,255.37
Fulton.....				10,600.25		1,143.05	\$0.50	11,743.80
Gallatin.....		175.15		8,725.73	85.15	63.00		9,048.03
Greene.....	110.34			8,771.43	31.86	63.00		9,576.63
Grundy.....				4,771.38		52.00		4,823.38
Hancock.....	4.01			4,768.28	21.00	102.90		5,596.19
Hamilton.....	180.78			7,165.59	320.34	102.90		8,569.51
Harrison.....				1,727.14	20.00	101.00		2,048.14
Henry.....	4.13			1,683.97	12.00	101.00		1,800.10
Illinois.....	32.72			7,611.47	24.00	70.50		7,738.69
Jackson.....	122.42			9,103.33		53.00		9,278.75
Jackson.....	19.75			7,405.07		30.00		7,454.82
Jackson.....	127.25			4,567.12	77.35	53.00		5,227.72
Jackson.....	54.57			5,739.86	24.00	63.00		5,880.43
Jackson.....	45.75			5,222.26	323.05	5.00		5,550.01
Jackson.....				5,435.20	145.90	52.00		5,633.10
Jackson.....				4,177.36	220.50	81.00		4,478.86
Johnson.....	12.50			15,193.60		57.00		15,363.10
Kane.....	103.80	100.00		7,761.83		54.00		8,019.63
Kankakee.....	4.00	20.75		8,923.60		14.00		9,058.35
Kendall.....				8,471.15	21.00	207.00		8,699.15
Knox.....	20.92			4,911.21	44.00	14.00		5,089.13
Lake.....	113.93			2,158.09	166.06	14.00		2,451.08
Lake.....	71.92			2,244.59		10.00		2,386.51
LaSalle.....				5,868.11		11.00		5,879.11
Lawrence.....	177.25			5,868.11		27.00		6,072.36
Lee.....	21.50			5,868.11		27.00		6,072.36
Livingston.....				5,868.11		27.00		6,072.36
Loran.....	56.34			5,868.11		27.00		6,072.36

Mason...	262 80			8 845 74	717 14	100 00		10 025 57
Macoupin	212 00			12 421 85		110 00		10 743 86
Madison	25 20			12 425 84		144 15		12 597 99
Marion	2 90			2 581 48	185 24	20 00		2 232 02
Marshall				2 202 02		21 00		2 263 20
Mason				2 195 13		43 00	5 22	2 653 91
Massac	11 02			2 698 96		47 45		2 396 46
McDonough	21 85			6 165 11		54 50		5 411 51
McHenry	46 84			6 896 61		15 00		16 688 47
McLean				16 722 05		60 85		2 503 44
Menard	554 47			2 725 44	102 42	76 00		2 596 08
Merger				2 706 19		28 50		2 974 76
Monroe	1 45			2 948 29		25 00		7 681 49
Montgomery	124 70			7 346 78	156 11	121 50	6 70	2 600 94
Morgan	62 85			7 257 70		17 25		7 353 20
Moultrie	216 50			2 193 54				6 950 56
Ogle	151 72			6 257 52				16 677 85
Peoria				16 577 95	416 01	65 00		4 515 08
Perry	105 26			2 270 20	177 09	90 00	17 20	2 785 03
Platt	353 23			2 220 06	255 41	129 00		2 652 95
Pike	156 41	39 50		7 493 27	36 00	91 00		4 148 74
Pope				2 697 72				2 763 21
Pulaski				2 763 22				1 043 00
Punam	30 10			6 175 45	158 94	53 50		6 300 99
Randolph	25 61			6 175 45		119 72		2 968 29
Richland	77 40			2 774 85	99 95	18 00		10 153 94
Rock Island	17 41			10 123 91		20 50		12 259 10
Saline	7 41			4 129 44	165 00	45 25		2 565 09
Saugamon	9 50			16 211 85	60 00	235 25		2 637 47
Schuyler	16 72			2 576 55		24 00		2 778 26
Scott				2 049 53		124 14		2 210 51
Shelby	179 38			2 000 68		9 00		15 494 24
Stark	127 82			1 499 35	20 50	279 25	11 90	7 268 29
St. Clair	51 63			16 021 81		108 00		15 593 08
Stephenson				6 923 54	60 70	105 15		2 194 25
Tazewell	21 14			2 753 84	20 20	144 00	8 00	2 525 09
Union	271 50			12 053 29	241 00	144 51		2 496 53
Vermilion	16 50			2 722 12		11 00		2 496 53
Wabash	105 41			4 270 30	51 00	13 00		2 496 53
Warren	45 53			6 553 64	24 64	253 00		2 496 53
Washington				6 273 56	575 92	47 00	71 70	2 639 70
Wayne	2 172 22	24 00		6 075 90		16 00		15 494 24
White	31 06			16 228 10		198 00		15 494 24
Whiteside	126 60			2 228 10	14 56	45 00	129 56	2 639 70
Will				8 445 83	300 00	45 00		15 494 24
Williamson	43 59			2 412 45		55 00		2 639 70
Winnebago	60 91							2 639 70
Woodford								2 639 70
Totals	\$9,909 85	\$19,400 23		\$681,551 66	\$7,925 10	\$9,331 51	\$700 68	\$978,553 25



## Summary for 1899—Continued.

TABLE XVI.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—DISBURSEMENTS.

COUNTIES.	1						
	Paid township treasurers.....	Amount of all commissions charged.....	Amount paid for advertising examinations of teachers....	Other expenditures...	Cash on hand June 30, 1899, held for distribution .....	Cash on hand June 30, 1899, distributed but not paid over.....	Total—Items 1-7.....
Adams.....	\$14,743 01	\$294 96	81 35	32 67	\$49 46	.....	\$15,067 33
Alexander.....	3,797 84	76 23	5 20	.....	12 55	.....	3,890 61
Bond.....	3,400 42	243 29	.....	.....	.....	.....	3,643 71
Boone.....	2,023 24	40 45	.....	.....	13 37	.....	2,077 07
Brown.....	1,876 70	37 53	.....	.....	112 45	.....	2,026 68
Bureau.....	9,639 49	195 51	.....	.....	63 50	\$225 39	10,112 89
Calhoun.....	1,594 39	47 02	23 00	7 05	140 12	.....	1,778 56
Carroll.....	4,251 78	215 04	.....	.....	59 90	.....	4,546 72
Cass.....	3,369 59	125 06	85 00	.....	3 53	.....	3,670 54
Champaign.....	10,844 07	216 98	.....	87 13	43 00	.....	11,104 45
Christian.....	7,503 00	150 06	27 50	18 75	109 34	.....	7,908 65
Clark.....	5,059 26	119 61	.....	.....	6 32	.....	5,185 19
Clay.....	4,011 14	81 14	.....	43 21	43 25	.....	4,177 74
Coles.....	4,162 71	84 95	.....	.....	.....	.....	4,247 66
Crawford.....	7,162 60	149 92	53 99	.....	4 60	.....	7,371 01
Cook.....	320,545 02	6,430 90	.....	.....	124 05	.....	327,000 97
Cumberland.....	4,090 30	81 90	15 00	.....	8 31	.....	4,185 51
DeKalb.....	3,396 12	67 95	14 54	.....	38 26	108 96	3,518 83
DeWitt.....	5,520 54	110 41	50 12	.....	.....	.....	5,680 07
Douglas.....	3,355 10	79 40	.....	.....	78 50	.....	3,513 00
Douglas.....	3,696 68	73 97	.....	71 55	35 09	.....	3,977 29
DuPage.....	5,202 97	104 05	25 00	9 00	23 82	.....	5,477 89
Edgar.....	6,159 64	123 19	6 00	.....	8 97	.....	6,306 90
Edwards.....	2,067 09	70 96	.....	24 40	64 00	.....	2,202 47
Effingham.....	4,701 61	94 03	.....	.....	4 98	.....	4,824 32
Fayette.....	6,124 05	140 32	13 00	.....	37 25	.....	6,315 63
Ford.....	3,809 45	76 19	.....	7 89	19 60	.....	3,906 24
Franklin.....	4,081 60	82 22	30 00	.....	62 44	.....	4,333 45

Fulton	11,543.90	232.04	23.81	16.03	9.55	11,544.03
Gallatin	3,591.53	51.61	2.50	13.30	15.01	3,576.04
Greene	2,700.10	184.93	3.94	8.00	388.75	2,715.23
Grundy	4,771.11	184.32	6.86		1,771	4,783.28
Hamilton	7,720.08	94.42			4.00	7,724.11
Hancock	7,720.08	171.42			269.24	7,989.31
Hardin	1,694.27	53.97	6.55		11.15	1,705.74
Henry	1,742.22	59.09		16.45	11.98	1,760.30
Henderson	1,742.22	150.96		8.00	33.13	1,775.23
Hopkins	9,072.01	151.44	19.80		104.51	9,243.26
Jackson	4,177.57	144.45	19.50	63.57	176.17	4,564.33
Jasper	5,739.98	114.90	10.55	138.80	24.02	5,893.26
Jefferson	4,177.57	92.08			59.05	4,236.62
Jersey	3,735.84	63.52	5.00		96.06	3,836.91
JoDavies	4,732.77	114.52	77.85	9.37	96.06	4,940.74
Johnson	4,191.49	126.62			22.50	4,415.63
Kane	15,090.45	305.92			230.50	15,616.92
Kankakee	1,651.25	153.60			46.11	1,794.96
Kendall	1,890.09	87.61		1.00	2.00	1,921.09
Knock	8,351.05	167.25	15.22		14.75	8,533.07
Lake	4,970.79	99.42	66.90	8.00		5,035.70
LaSalle	20,798.26	415.97	30.00	110.43	16.30	21,408.01
Lawrence	5,397.95	68.26	5.00	11.89	40.03	5,427.27
Lee	5,397.95	110.62	15.00		146.16	5,703.72
Livingston	9,724.72	194.69			17.69	9,952.30
Logan	5,904.40	117.96			53.22	6,015.57
Macon	9,370.22	272.62	14.05	128.39	240.23	10,025.57
Macoupin	9,949.62	195.96	43.85	38.00	598.90	10,742.36
Madison	12,290.67	265.61			51.71	12,697.99
Marion	5,797.12	131.22	31.00	13.00	36.25	5,979.40
Marshall	2,190.00	42.00		50.02		2,242.02
Mason	3,167.66	62.57			10.97	3,242.30
Massac	2,536.86	50.73	10.00	11.00	74.20	2,622.91
McDonough	5,729.54	114.79	125.50		236.52	6,205.45
McHenry	5,271.09	105.42	25.00		10.00	5,411.51
McLean	15,330.09	306.60	13.50		969.26	16,639.47
Menard	2,446.20	54.95	7.75			2,502.44
Mercer	3,795.49	97.72			1.82	3,895.03
Monroe	2,912.30	59.27			3.19	2,974.76
Montgomery	7,350.50	177.20	15.00	16.50	202.23	7,761.49
Morgan	7,703.26	142.06	7.50	50	99.96	7,953.90
Multrie	3,121.10	62.44			216.50	3,400.04
Mulle	6,574.73	165.69			210.15	6,950.56
Noble	16,332.96	327.02	18.00			16,677.98
Georgia	4,375.44	94.11		29.53	11.71	4,515.69
Perry	3,223.88	196.96		185.82	139.24	3,795.03
Pike	7,506.57	202.63	87.90		256.51	8,052.66
Polk	3,940.50	96.03	4.54	49.26	65.06	4,145.74
Polaski	2,706.31	54.12				2,760.43
Putnam	912.49	58.17	12.50		59.95	1,042.00
Randolph	6,126.07	122.54	16.00	15.00	21.30	6,300.99
Richland	3,696.00	73.92	60.95	110.78	26.64	3,968.29

## Summary for 1899—Continued.

TABLE XVI.—Concluded.

COUNTIES.	1	2	3	4	5	6	7
	Paid township treasurers.....	Amount of all commissions charged .....	Amount paid for advertising examinations of teachers....	Other expenditures...	Cash on hand June 30, 1899, held for distribution .....	Cash on hand June 30, 1899, distributed but not paid over.....	Total—Items 1-7.....
Rock Island.....	\$9,990 19	\$199 20	\$14 75	.....	\$7 90	.....	\$10,122 04
Saline .....	4,770 22	123 60	5 00	\$113 50	10 93	.....	5,003 65
Sangamon .....	2,174 21	92 93	.....	.....	7 54	.....	2,264 68
Schuyler .....	2,634 00	99 54	.....	45 75	30 22	.....	2,770 51
Scott .....	7,023 00	150 72	4 00	18 85	22 01	.....	7,218 58
Shelby .....	1,451 69	84 77	45 00	.....	438 44	.....	2,010 51
Stark .....	12,683 03	384 77	10 00	.....	.....	.....	13,067 80
St. Clair .....	6,013 00	134 36	.....	.....	112 55	.....	6,250 91
Stephenson.....	6,013 00	151 24	.....	72 47	10 43	.....	6,347 14
Tazewell .....	5,711 00	131 20	10 00	.....	10 43	.....	5,963 63
Union .....	12,776 94	282 45	.....	.....	273 23	.....	13,332 62
Vermilion.....	2,441 44	52 50	.....	8 37	22 49	.....	2,524 80
Wabash .....	4,290 33	83 40	6 00	.....	21 47	.....	4,381 20
Warren .....	4,600 81	90 43	10 55	.....	120 54	.....	4,822 33
Washington .....	9,000 72	135 51	10 00	3 40	52 10	.....	9,221 73
Wayne .....	2,339 20	339 42	17 50	.....	52 15	.....	2,788 67
White .....	6,804 26	137 90	16 00	113 63	202 36	.....	7,469 15
Whiteside .....	1,831 04	334 74	10 55	.....	13 05	.....	2,119 38
Will .....	5,614 70	118 30	2 77	2 77	310 30	.....	6,048 15
Williamson .....	8,123 98	170 65	30 45	.....	79 00	.....	8,304 08
Winnebago .....	4,833 51	97 05	6 35	19 63	73 00	.....	5,031 54
Woodford.....	.....	.....	.....	4 50	65 65	.....	69 15
Totals.....	\$945,797 40	\$30,164 30	\$1,343 63	\$1,729 54	\$5,137 47	\$950 04	\$973,553 38



PLATE XXI.

THE NEW YORK  
PUBLIC LIBRARY

ASTOR LENOX  
TILDEN FOUNDATION

THE NEW YORK  
PUBLIC LIBRARY

ASTOR, LENOX AND  
TILDEN FOUNDATION



PLATE XXII—A HEATING TERROR.







Mason.....	4,499 60	10,417 98	600 00	897 04	16,414 80	640
Macoupin.....						
Madison.....	630 67	1,311 00			1,941 67	
Marion.....						
Marshall.....						120
Mason.....						
Mason.....	125 50	200 00		84 50	410 00	980
McDonough.....						
McHenry.....						
McLean.....						
McNard.....	1,500 00			500 00	2,000 00	581
Mercer.....				112 09	112 09	
Monroe.....	860 00	1,400 00		40 00	2,350 00	
Montgomery.....						
Morgan.....						
Moultrie.....						
Ozark.....	1,659 77	2,153 28		2,083 28	5,995 28	
Peoria.....						
Perry.....	354 53	2,498 09		175 10	3,013 71	
Perry.....	400 00	7,165 00			7,565 00	
Pike.....	587 50				587 50	75 64
Pope.....						
Pulaski.....						
Putnam.....	1,498 79	2,147 00		350 00	3,995 79	
Randolph.....						
Richardson.....	681 41	1,015 00			1,696 41	
Rock Island.....						
Saline.....	1,469 00	2,365 00	851 18	598 36	5,271 54	
Sangamon.....				2,407 85	2,407 85	
Schuyler.....						
Scott.....						
Shelby.....	308 09				308 09	
Stark.....						
St. Clair.....				1,325 00	1,325 00	
Stephenson.....	650 00					
Stevenson.....	385 05	244 95		16 25	666 25	
Tazewell.....					600 00	
Union.....		4,850 00	\$300 00	307 10	5,791 43	240 00
Van Buren.....						
Verde.....	384 60	850 00			850 00	
Warren.....						
Washington.....	615 00			110 50	445 10	
Wayne.....	2,914 73	8,450 07		46 58	661 58	
White.....					11,364 90	
Whiteside.....						
Will.....	400 06	876 00			1,276 06	
Williamson.....	1,325 50	828 00		11	2,151 61	
Winnebago.....		5,000 00		980 06	5,980 06	
Winnebago.....						
Woodford.....						
Totals.....	\$52,194 22	\$90,279 21	\$1,151 18	\$14,895 35	\$1,763 34	7,248 94
						138.14

## Summary for 1899—Continued.

TABLE XVIII—INSTITUTE FUND—Dr.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Balance of institute fund proper on hand July 1, 1898.....	From men who received 1st grade certificates ...	From men who received 2d grade certificates....	From women who received 1st grade certificates ...	From women who received 2d grade certificates ...	From men rejected .....	From women rejected ....	From renewals of 1st grade certificates .....	From renewals of 2d grade certificates .....	From registration fees...	Total of institute funds proper from fees, sections 8 and 10, Art. VII..	Balance of funds from any other sources reported held for institute purposes, July 1, 1898....	From county board for support of institutes ...	From teachers (not fees under sections 8 and 10 of Art. VII.) for institutes .....	From other sources for institutes .....	Total from all sources for institutes.....
Adams.....	\$257 60	\$10	\$50	\$12	\$85	\$25	\$70	\$45	\$45	\$45	\$644 60					\$644 60
Alexander.....	10 99	12	6	10	16		42	5	11		62 90					62 90
Bond.....	9 21	11	56	11	86	56	42	9	22	6	310 21					310 21
Boone.....	132 69	3	11	4	63		21	3	54		281 69					316 69
Brown.....	1 94	1	18	18	43		6	4	11		89 94					89 94
Bureau.....	250 24	29	52	42	273	1	75	1		12	742 24				2 24	742 24
Balchoun.....	1 50	3	21	7	19	1	1	1		18	66 50			9 50		78 24
Carroll.....		3	9	2	39	5	12	25	114	3	216 00		90 00		64 15	270 15
Cass.....		6	10	20	51	5	22	15	73	51	1 061 80				6 60	1 068 40
Champaign.....	536 80	19	79	9	191	21	97	6	5	31	1 937 89					2 975 89
Christian.....	347 89	23	152	33	162	17	20	8	11		221 75			8 00		329 75
Clark.....	143 75	11	45	6	92	18	20	13	6		230 60					358 50
Clark.....	48 50	10	45	3	30	23	97	13	28	84	223 30			32 00		255 30
Clay.....	17 17	4	17	3	76	23	47	1	1		416 20				10	416 30
Clinton.....	19	24	19	42	53	53	168	53	648	42	2 695 85					2 696 35
Coles.....	125 20	24	33	1	47	26	28	16	23		457 44					571 44
Cook.....	1 623 88	3	68	3	45	29	134	16			385 00					385 00
Crawford.....	37 44	6	59	5	92	8	36	44	190		352 71					352 71
Cumberland.....	37 00	8	12	18	37	10	6		14	68	917 53					945 53
DeWitt.....	168 53	9	29	18	51	8	6	6	18	29	331 50	22 44		328 00		659 53
Douglas.....	104 00	15	42	34	82	8	13	5	13	10	340 02			253 50	58	593 54
DuPage.....	110 02		19	7	84	12	17	6	82		438 90			320 00		758 90
DuPage.....	103 90		25	7	64	6	13	23	16		203 50			56 00		259 50
Edgar.....	103 90	11	19	11	24	14	10	1	1		85 00				28 00	111 00
Edwards.....	21	2	28	2	28	9	18				451 70			65 75		517 45
Effingham.....	153 70	13	59	6	106	45	24			8						547 45

Word	235 00	7	13	101	11	31	6	29	6	140	90	460	93
Franklin	68 50	11	2	15	77	28	2	6	7	344	50	326	99
Fulton	102 96	6	5	59	24	23	20	314	41	1,064	46	1,093	09
Gallatin	102 96	10	10	24	24	23	32	20	23	232	05	267	09
Greene	115 40	15	16	70	6	11	11	86	11	578	85	578	85
Grundy	287 85	6	15	21	15	68	6	19	19	322	61	322	61
Hamilton	70 61	16	16	88	21	9	15	74	11	1,057	82	1,057	82
Hancock	666 82	13	20	88	26	8	8	13	37	491	45	491	45
Hardin	59 07	2	5	53	19	51	3	13	37	387	00	387	00
Henderson	284 48	4	22	61	12	77	34	146	62	865	16	865	16
Henry	332 16	8	15	61	29	86	9	7	62	314	24	314	24
Iroquois	174 24	14	10	245	14	14	7	134	148	400	114	400	114
Jackson	149 25	18	19	72	10	12	23	134	453	20	94	453	20
Jasper	123 26	6	1	50	13	2	4	5	24	94	00	94	00
Jersey	43 93	18	6	32	2	2	4	150	2	358	25	358	25
JoDavies	209 19	20	8	36	1	8	24	4	2	128	35	128	35
Johnson	216 54	7	8	112	10	28	10	231	5	1,641	54	1,641	54
Kane	209 19	8	9	109	9	51	7	60	5	518	19	518	19
Kankakee	209 19	8	9	109	9	51	7	60	5	518	19	518	19
Kendall	525 89	9	5	131	2	59	4	152	19	1,005	89	1,005	89
Knox	9 44	38	3	67	16	38	30	43	22	251	44	251	44
Lake	400 02	4	16	83	10	80	118	253	3	347	83	347	83
LaSalle	161 83	6	3	33	37	34	13	6	3	565	93	565	93
Lawrence	109 77	6	3	154	47	165	35	124	15	1,697	77	1,697	77
Lee	196 35	10	17	154	47	165	35	124	15	1,697	77	1,697	77
Livingston	37 94	9	14	50	10	19	35	7	14	326	94	326	94
Logan	105 99	27	43	89	6	21	59	88	6	476	99	476	99
Macon	33 29	33	8	90	6	92	23	7	33	329	29	329	29
Macoupin	443 54	22	19	86	27	96	9	165	6	795	54	795	54
Madiison	33 29	22	19	86	27	96	9	165	6	795	54	795	54
Marion	35 00	19	1	11	5	26	11	97	18	215	00	215	00
Marshall	125 56	3	15	43	13	23	2	3	3	103	00	103	00
Massac	224 94	11	13	16	7	16	3	2	3	204	56	204	56
McDonough	348 52	5	9	131	10	41	6	12	12	490	94	490	94
McHenry	2 00	30	5	203	8	16	6	11	64	622	52	622	52
McLean	306 10	4	13	226	11	37	5	11	13	490	00	490	00
Menard	2 00	6	13	226	11	37	5	11	13	490	00	490	00
Merced	306 10	4	13	226	11	37	5	11	13	490	00	490	00
Monroe	2 00	12	2	40	5	3	14	90	16	566	10	566	10
Montgomery	5 40	5	32	44	7	18	59	86	25	107	00	107	00
Morgan	28 10	11	48	109	15	27	6	38	56	280	40	280	40
Moultrie	365 15	4	10	167	10	16	7	3	56	384	40	384	40
Murphy	99 47	5	43	43	29	98	23	191	10	153	10	153	10
Ogle	126 77	12	6	35	26	97	100	168	775	15	775	15	
Georgia	142 77	2	37	80	9	16	4	39	319	77	569	47	
Perry	142 77	2	37	80	9	16	4	39	319	77	569	47	
Pike	50 79	15	50	89	43	31	1	18	33	271	00	271	00
Pike	31 00	16	36	84	24	54	31	68	3	485	77	485	77
Pulaski	108 00	10	14	23	5	7	1	25	12	108	00	108	00
Pottam	31 00	10	14	23	5	7	1	25	12	108	00	108	00

## Summary for 1899—Continued.

TABLE XVIII—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Balance of institute fund proper on hand July 1, 1898.....	From men who received 1st grade certificates ...	From men who received 2d grade certificates....	From women who received 1st grade certificates ...	From women who received 2d grade certificates....	From men rejected .....	From women rejected....	From renewals of 1st grade certificates .....	From renewals of 2d grade certificates .....	From registration fees ...	Total of institute funds proper from fees, sections 8 and 10, Art. VII..	Balance of funds from any other sources reported held for institute purposes July 1, 1898....	From county board for support of institutes ...	From teachers (not fees under sections 8 and 10 of Art. VII) for institute .....	From other sources for institutes.....	Total from all sources for institutes.....
Randolph .....	161 72	9	23	10	39	15	41	15	40	6	359 72	...	...	...	...	359 72
Richland .....	147 00	10	17	2	20	20	6	12	79	...	237 00	...	...	...	...	237 00
Rock Island .....	286 27	8	33	13	108	1	3	14	154	...	606 27	...	...	...	...	606 27
Saline .....	...	3	80	3	10	31	16	8	25	10	191 00	120 65	...	...	...	311 65
Sangamon .....	344 84	3	60	2	125	45	92	3	25	...	718 84	...	...	...	...	718 84
Schuyler .....	202 36	4	24	2	58	14	13	5	65	2	389 36	...	...	...	...	389 36
Shelby .....	71 95	1	60	...	75	9	8	14	22	...	178 95	...	46 00	...	...	224 95
Stark .....	291 15	13	20	8	33	18	21	26	65	12	589 15	...	...	...	...	589 15
St. Clair .....	105 33	17	20	37	59	2	13	48	186	23	276 33	...	...	...	...	276 33
St. Louis .....	385 66	7	22	15	54	24	44	...	...	...	735 66	...	...	...	...	774 86
Stephenson .....	285 00	6	57	15	189	6	26	2	2	...	563 00	...	...	...	...	578 00
Tazewell .....	3 85	6	18	10	90	9	5	25	35	3	169 85	...	...	...	...	169 85
Union .....	285 07	5	48	1	24	20	9	6	6	13	452 07	...	...	...	...	452 07
Vermilion .....	445 05	37	126	27	235	62	131	8	2	...	1,085 05	...	...	...	...	1,085 05
Wabash .....	25 00	10	39	4	27	7	6	...	...	...	118 00	58	...	...	...	187 58
Warren .....	73 61	6	25	7	58	8	11	14	78	3	282 61	...	...	...	...	282 61
Washington .....	...	15	13	9	21	11	9	...	...	...	78 00	...	...	...	...	78 00
Wayne .....	422 17	3	67	...	67	59	57	8	22	4	724 17	...	...	...	...	739 17
White .....	29 27	7	52	...	39	59	26	...	...	...	212 27	...	...	...	...	244 27
Whiteside .....	160 78	7	12	9	40	9	21	27	110	7	402 78	...	...	...	...	402 78
Will .....	1,741 12	15	52	13	325	31	321	13	112	...	2,623 12	...	...	...	...	2,623 12
Williamson .....	31 20	3	27	...	9	28	10	...	...	...	108 20	...	...	...	...	108 20
Winnebago .....	...	...	6	...	27	4	43	33	282	...	404 00	...	...	...	...	404 00
Woodford .....	17 01	7	20	3	54	10	23	14	82	38	288 01	142 00	...	...	...	410 01
Totals .....	\$20,533 35	\$857	\$3,510	\$1,016	\$7,158	\$1,785	\$3,084	\$1,537	\$5,870	\$1,131	\$47,081 35	\$1,088 25	\$296 00	\$2,298 99	\$1,156 06	\$51,858 25

## Summary for 1899—Continued.

TABLE XVIII.—CONTINUED—INSTITUTE FUND—CR.

COUNTIES.	17	18	19	20	21	22	23	24	25	26	27	28
	Paid institute conductors and instructors from institute fund proper .....	Paid institute lecturers from institute fund proper .....	Paid incidental expenses of institute from institute fund proper .....	Total paid from institute fund proper for year ending June 30, 1899 .....	Paid institute conductors and instructors from other institute funds .....	Paid institute lecturers from other institute funds .....	Paid incidental expenses of institute from other institute funds .....	Total payments from institute funds for year ending June 30, 1899 .....	Commissions retained by county treasurer .....	Balance of institute fund proper on hand June 30, 1899, being in the hands of the county treasurer .....	Balance of other institute funds on hand June 30, 1899 .....	Total expenditures and balances for year ending June 30, 1899 .....
Adams .....	\$445 00		\$21 45	\$466 45		\$3 00		\$466 45		\$178 15		\$644 60
Alexander .....	114 00	55 00	32 00	202 00				3 00	\$1 12	68 87		62 99
Bond .....	115 00		25 20	140 20	\$35 00			202 00	5 53	102 68		310 21
Boone .....	180 00		25 00	155 00				175 20	2 86	128 63		316 69
Brown .....	221 50	25 00	179 08	425 58				435 00		4 94		89 94
Bureau .....	271 00		3 21	274 21				435 53		306 66		742 24
Calhoun .....	375 00	20 00	3 21	398 21				435 53				78 24
Carroll .....	104 00		3 56	107 56				352 71		17 24		370 95
Cass .....	519 00		5 00	524 00	140 00	36 00	\$47 00	519 00	2 00	549 40		1,083 40
Champaign .....	720 30		17 64	737 94				519 00		49 23		777 23
Christian .....	160 30			160 30				167 34		61 40		228 74
Clark .....	130 00		8 50	138 50				130 00		11 60		241 60
Clay .....	201 50		52 00	253 50				253 50		11 60		265 10
Clinton .....	187 50	31 00	16 50	235 00				253 50		172 00		425 50
Columbia .....	1,322 41		149 04	1,471 45				226 30	5 00	1,215 43		2,686 30
Coke .....	85 00	31 00	81 12	197 12				1,471 45		1,215 43		2,686 30
Crawford .....	150 00		9 00	159 00				159 00		199 00		358 00
Cumberland .....	316 71		9 00	325 71				316 71		365 00		681 71
De Witt .....	95 00		10 00	105 00	475 00	36 00		616 00		30 53		646 53
Dodds .....	150 00	40 00	10 00	200 00	272 00	11 50		513 50	1 00	120 00	\$2 44	636 94
Douglas .....	181 00	69 55	39 72	290 27				290 27		154 27		444 54
Duane .....	184 50	12 00	52 15	248 65	290 00	60 00		538 65		190 25		728 90
Edwards .....	80 00		14 00	94 00	56 00			150 00	3 74	106 76		259 76
Franklin .....	468 00		79 45	547 45				547 45		111 00		658 45
Greene .....	203 00	3 00	5 00	208 00	25 50			208 00		252 92		460 92
Hamilton .....	98 50		5 75	104 25		60 50		194 75	3 49	129 25		328 99



Madison.....	480 47	5 00	67 25	508 71	.....	508 71	.....	508 71	.....	359 83	.....	862 54
Marion.....	328 70	8 35	120 00	459 05	.....	459 05	.....	459 05	.....	19 24	.....	476 30
Marshall.....	230 08	.....	15 50	245 58	.....	245 58	.....	245 58	.....	19 50	.....	265 00
Mason.....	340 00	25 00	.....	365 00	.....	365 00	.....	365 00	.....	154 14	.....	535 14
McDane.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	204 56	.....	204 56
McDonough.....	295 05	.....	12 90	310 95	.....	310 95	.....	310 95	.....	179 09	.....	490 94
McHenry.....	215 00	10 00	50 00	275 00	.....	275 00	.....	275 00	.....	247 53	.....	622 52
McLean.....	420 00	32 00	66 60	538 60	.....	538 60	.....	538 60	.....	577 07	.....	1,116 57
McNair.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	117 00	.....	117 00
Meade.....	290 00	66 00	19 82	364 82	.....	364 82	.....	364 82	.....	201 24	.....	566 10
Montee.....	57 25	.....	.....	57 25	.....	57 25	.....	57 25	.....	18 00	.....	234 75
Montgomery.....	258 00	70 66	15 00	343 66	.....	343 66	.....	343 66	.....	184 00	.....	527 65
Morgan.....	277 00	.....	35 73	312 73	.....	312 73	.....	312 73	.....	161 07	.....	474 40
Moultrie.....	132 50	.....	13 00	145 50	.....	145 50	.....	145 50	.....	7 00	.....	153 10
Ogle.....	230 00	25 00	69 50	324 50	.....	324 50	.....	324 50	.....	450 65	.....	775 15
Peoria.....	415 50	55 00	51 75	523 25	.....	523 25	.....	523 25	.....	37 22	.....	560 47
Perry.....	168 00	.....	44 88	213 88	.....	213 88	.....	213 88	.....	102 50	.....	404 77
Pett.....	192 00	.....	51 28	238 28	.....	238 28	.....	238 28	.....	156 00	.....	392 26
Pike.....	250 00	.....	23 75	273 75	.....	273 75	.....	273 75	.....	312 02	.....	558 02
Pope.....	105 00	.....	17 90	122 90	.....	122 90	.....	122 90	.....	59 50	.....	182 79
Pulaski.....	100 00	.....	5 00	105 00	.....	105 00	.....	105 00	.....	3 00	.....	108 00
Putnam.....	70 00	.....	1 00	71 00	.....	71 00	.....	71 00	.....	15 04	.....	85 00
Randolph.....	160 00	26 10	6 50	192 60	.....	192 60	.....	192 60	.....	162 37	.....	359 72
Richland.....	139 00	.....	8 00	147 00	.....	147 00	.....	147 00	.....	150 50	.....	297 00
Rock Island.....	262 70	.....	52 75	315 45	.....	315 45	.....	315 45	.....	290 52	.....	606 27
Saline.....	230 00	.....	51 00	281 00	.....	281 00	.....	281 00	.....	30 45	.....	311 45
Sangamon.....	16 00	.....	22 20	38 20	.....	38 20	.....	38 20	.....	680 04	.....	718 84
Schuyler.....	120 00	.....	7 45	127 45	.....	127 45	.....	127 45	.....	.....	.....	380 36
Scott.....	140 00	.....	6 00	146 00	.....	146 00	.....	146 00	.....	76 01	.....	224 95
Shelby.....	250 00	.....	253 25	503 25	.....	503 25	.....	503 25	.....	95 00	.....	580 15
St. Clair.....	135 00	.....	15 12	150 12	.....	150 12	.....	150 12	.....	123 21	.....	276 33
Stephenson.....	205 00	.....	232 00	437 00	.....	437 00	.....	437 00	.....	337 96	.....	774 86
Taswell.....	295 00	5 00	.....	300 00	.....	300 00	.....	300 00	.....	278 85	.....	578 85
Union.....	145 00	10 00	14 00	169 00	.....	169 00	.....	169 00	.....	324 05	.....	169 85
Vermilion.....	80 00	.....	46 25	126 25	.....	126 25	.....	126 25	.....	438 05	.....	432 07
Warren.....	587 00	36 00	24 00	647 00	.....	647 00	.....	647 00	.....	25 00	.....	1,065 05
Washington.....	118 00	2 00	18 00	138 00	.....	138 00	.....	138 00	.....	151 71	.....	177 88
Wayne.....	190 25	20 00	.....	210 25	.....	210 25	.....	210 25	.....	64 36	.....	292 61
White.....	.....	15 15	83 40	218 55	.....	218 55	.....	218 55	.....	78 00	.....	739 17
Whiteside.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	520 62	.....	739 17
Will.....	268 91	.....	36 41	307 32	.....	307 32	.....	307 32	.....	239 97	.....	244 27
Williams.....	815 00	36 50	344 33	1,197 83	.....	1,197 83	.....	1,197 83	.....	95 46	.....	402 78
Williamson.....	.....	.....	15 75	15 75	.....	15 75	.....	15 75	.....	1,404 25	.....	2,623 12
Winnebago.....	257 27	1 10	123 25	391 62	.....	391 62	.....	391 62	.....	85 25	.....	108 30
Woodford.....	215 40	20 00	11 00	246 40	.....	246 40	.....	246 40	.....	12 35	.....	404 00
Totals.....	\$22,832 48	\$1,067 55	\$4,694 16	\$28,584 19	\$1,495 25	\$30,079 44	\$309 20	\$308 96	\$30,427 60	\$32 78	\$31,062 65	\$51,368 25
										\$235 22		



## Summary for 1899—Continued.

TABLE XIX.—HIGH SCHOOL STATISTICS, ENROLLMENT AND GRADUATES.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average enrollm't			GRADUATES.					
		Males.....			Females.....			Males.....			Females.....			Males.....			Females.....			Males.....			Females.....			Total.....		
		Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....	Total.....	Females.....	Males.....			
Adams.....	Camp Point.....	15	16	31	4	12	16	3	4	7	6	5	11	28	37	65	55	6	5	11	55	6	5	11				
	Clayton.....	8	10	18	8	6	14	6	9	15	4	5	9	26	30	56	48	3	4	7	48	3	4	7				
	Payson.....	12	13	25	6	6	12	10	6	16	5	5	10	31	30	61	51	4	1	5	51	4	1	5				
	Mendon.....	6	13	19	8	6	14	7	10	17	5	3	8	26	32	58	58	5	3	8	58	5	3	8				
Alexander.....	Quincy.....	42	52	94	26	56	82	9	21	30	13	15	28	79	144	224	213	12	15	27	213	12	15	27				
	Calro.....	27	41	68	21	34	55	13	32	45	18	24	42	79	131	210	195	24	24	43	195	24	24	43				
	Sumner H. S.....	3	18	21	6	10	16	3	5	8	6	2	8	18	35	53	49	6	2	8	49	6	2	8				
Bond.....	Greenville.....	5	7	12	1	11	12	15	11	26	17	17	34	53	67	120	109	4	6	10	109	4	6	10				
	Sorento.....	4	11	15	4	.....	.....	.....	.....	.....	.....	.....	.....	8	13	21	15	1	2	3	15	1	2	3				
Boone.....	South Belvidere.....	19	19	38	21	36	57	9	7	16	3	5	10	45	52	97	86	3	5	8	86	3	5	8				
	North Belvidere.....	10	16	26	5	18	23	6	6	12	2	6	8	23	46	69	64	2	6	8	64	2	6	8				
	Capron.....	2	9	11	1	5	6	4	2	6	.....	.....	.....	7	16	23	23	4	2	6	23	4	2	6				
Brown.....	Mt. Sterling.....	21	18	39	12	15	27	8	10	18	4	9	13	45	52	97	86	3	5	8	86	3	5	8				
Bureau.....	Princeton.....	30	49	79	22	35	57	12	25	37	17	20	37	84	136	220	194	7	10	17	194	7	10	17				
Carroll.....	Janark.....	9	9	18	8	15	23	3	8	11	4	5	8	26	41	67	54	4	4	8	54	4	4	8				
	Mount Carroll.....	12	15	27	5	13	18	6	8	14	3	5	8	26	41	67	54	4	4	8	54	4	4	8				
	Savanna.....	23	33	56	12	17	29	10	16	26	3	6	9	48	72	120	109	2	6	8	109	2	6	8				
	Chadwick.....	5	3	8	7	12	19	.....	.....	.....	.....	.....	.....	12	15	27	24	2	2	4	24	2	2	4				
	Milledgeville.....	14	19	33	12	7	21	17	11	28	.....	.....	.....	45	37	82	71	15	9	24	71	15	9	24				
	Shannon.....	8	10	18	12	7	19	8	16	.....	.....	.....	.....	28	25	53	45	7	6	13	45	7	6	13				
Cass.....	Beardstown.....	33	40	73	14	27	41	8	13	21	1	6	7	56	84	142	121	7	7	14	121	7	7	14				
	Virginia.....	12	23	35	10	12	22	7	10	17	.....	.....	.....	29	45	74	70	7	10	17	70	7	10	17				
	Ashland.....	10	9	19	5	8	13	4	7	12	.....	.....	.....	19	19	38	38	3	2	5	38	3	2	5				
	Chanderville.....	7	4	11	5	2	7	7	4	8	.....	.....	.....	19	30	41	71	26	22	6	41	26	22	6				
Champaign.....	Champaign.....	12	11	23	8	14	22	4	4	8	6	12	18	30	41	71	63	4	10	14	63	4	10	14				
	Urbana.....	41	32	73	21	41	62	26	35	61	17	25	42	105	134	239	225	14	25	39	225	14	25	39				
	Rantoul.....	34	37	71	34	40	74	18	25	43	4	7	11	90	109	199	172	4	7	11	172	4	7	11				
	Homer.....	5	6	11	3	7	9	5	6	11	3	3	6	13	18	31	29	4	6	10	29	4	6	10				
	Mahomet.....	6	6	12	2	6	8	.....	.....	.....	.....	.....	.....	8	18	26	26	4	2	6	26	4	2	6				
	Tolona.....	4	7	11	4	4	9	3	4	7	1	1	2	8	18	26	26	4	2	6	26	4	2	6				
	.....	5	4	9	5	2	9	4	6	10	.....	.....	.....	14	14	28	26	1	1	2	26	1	1	2				

Christian.....	Pana.....	17	30	33	17	34	8	13	21	7	14	4	14	18	..	38	51	87	74	4	12	16
Taylorville Township..	Edinburg.....	6	9	15	33	63	21	13	41	16	12	28	8	10	..	75	75	150	130	4	10	14
Clark.....	Marshall.....	11	22	33	9	14	4	6	10	4	4	18	3	7	..	14	19	33	30	3	1	7
Martinsville.....	Casey.....	12	16	28	3	11	3	11	23	7	11	18	3	10	..	30	54	84	.....	.....	.....	4
Westfield.....	Flora.....	13	15	28	6	23	6	5	29	6	11	17	6	13	..	31	37	56	52	6	3	13
Carlyle.....	Mattoon.....	16	19	35	7	10	5	10	10	8	4	10	4	10	..	16	19	35	25	.....	.....	10
Clinton.....	Charleston.....	9	8	17	15	38	7	12	19	7	8	16	2	10	..	33	45	78	70	2	8	6
Coles.....	Oakland.....	25	35	60	15	19	13	18	34	13	27	40	5	11	..	28	115	182	169	17	7	24
Cook.....	Calumet.....	61	84	145	24	65	5	12	12	16	10	11	2	8	..	63	92	155	144	3	11	20
English High and Man.	Englewood.....	154	238	452	90	168	258	89	62	34	38	50	5	34	6	106	223	329	277	5	15	23
Hyde Park.....	Jefferson.....	267	546	115	232	407	153	91	214	312	62	98	6	26	..	441	1,060	1,501	1,270	89	113	75
Lake View.....	Marshall.....	42	62	104	24	38	62	14	292	54	143	197	34	86	7	86	174	260	329	7	25	182
Medill.....	North Division.....	55	97	152	21	76	97	13	292	54	143	197	34	86	7	98	266	364	317	7	31	38
Northwest Division.....	South Chicago.....	140	324	464	79	213	122	161	18	64	82	11	53	64	..	133	450	583	509	11	45	56
South Division.....	West Division.....	129	221	350	31	58	89	23	58	81	14	45	59	88	..	197	382	579	509	13	62	75
Evanston Township.....	Oak Park.....	159	365	524	56	164	220	32	106	138	11	86	97	88	..	140	404	544	472	13	79	92
Austin Township.....	Lyons Township.....	51	102	153	33	89	122	7	41	48	7	33	40	40	..	258	721	979	846	13	62	75
Thornton Township.....	Worth Township.....	141	250	391	53	172	225	34	92	127	20	62	82	82	..	98	265	363	322	7	31	38
Chicago Heights.....	Maywood.....	105	382	487	71	234	305	44	142	186	23	155	178	178	..	245	577	825	719	26	80	106
Cleero-Dist. No. 8.....	Palatine.....	68	97	165	61	73	134	305	44	68	110	24	41	65	2	244	913	1,156	1,085	22	137	149
Riverside.....	Winnetka.....	47	64	111	21	33	54	38	54	92	21	36	57	57	..	127	187	314	286	16	26	43
Winnetka.....	River Forest.....	50	55	105	45	82	127	14	41	55	15	22	37	37	..	124	200	324	289	14	11	25
Robinson.....	Sycamore.....	27	29	56	18	21	39	8	17	25	9	8	14	14	..	62	75	137	130	7	7	14
DeKalb.....	Sandwich.....	22	26	48	13	18	23	11	12	23	5	5	5	5	..	43	64	107	89	4	9	13
Shabbona.....	DeKalb.....	16	28	44	13	18	31	9	13	13	22	5	5	5	..	28	40	68	58	3	3	6
Genoa.....	Somonauk.....	15	23	38	3	9	12	7	5	12	2	2	3	3	..	27	37	64	50	1	2	3
Clinton.....	Farmer City.....	7	11	18	4	8	12	4	8	12	4	4	11	5	..	23	29	51	43	5	5	8
Tuscola.....	Arcola.....	9	13	22	4	8	12	4	8	12	4	4	11	5	..	13	25	38	34	2	2	5
.....	.....	8	4	12	1	4	5	1	3	4	5	3	6	6	..	10	17	27	25	3	5	5
.....	.....	6	7	13	3	4	7	7	9	9	1	3	4	6	..	9	12	21	19	6	6	13
.....	.....	13	15	28	8	19	27	9	5	14	6	6	6	6	..	36	45	81	81	6	6	8
.....	.....	6	11	17	6	16	22	7	10	10	20	10	10	10	..	22	30	52	50	8	8	8
.....	.....	14	17	31	6	16	22	7	7	14	.....	.....	.....	.....	..	27	50	77	68	.....	.....	4
.....	.....	3	12	15	3	5	8	.....	.....	4	4	4	4	4	..	6	6	27	15	.....	.....	4
.....	.....	20	31	51	9	16	25	3	3	4	9	14	6	1	..	34	55	89	50	4	4	5
.....	.....	5	10	15	8	6	13	5	5	9	14	6	1	1	..	15	19	34	30	3	3	5
.....	.....	5	6	11	7	6	13	4	4	2	6	3	6	9	..	21	37	58	50	3	3	9
.....	.....	7	19	26	7	10	17	17	20	20	20	20	3	6	..	37	64	101	101	3	3	9
.....	.....	18	17	35	7	10	17	17	20	20	20	20	3	6	..	37	64	101	101	3	3	9
.....	.....	13	12	25	11	16	27	7	15	22	3	6	9	10	..	34	76	83	76	.....	.....	6
.....	.....	16	17	33	6	14	20	5	5	13	13	13	1	9	..	28	48	76	68	1	1	6



Hancock.....	Carthage.....	15	27	42	6	13	19	6	14	20	1	12	13	...	295	66	94	78	1	1	1	12	12	13	13
Waraw.....	Nauvoo.....	6	16	21	7	10	17	2	1	5	3	8	5	...	17	31	48	45	1	1	1	1	1	1	13
Augusta.....	Hamilton.....	19	8	27	6	9	12	1	1	2	3	8	11	...	26	31	37	32	1	1	1	1	1	1	2
Bigsville Township.....	Keane.....	5	18	23	4	11	15	12	10	12	20	6	18	...	13	37	50	45	1	1	1	1	1	1	6
Henry.....	Galena.....	10	9	19	3	13	16	12	12	20	2	6	8	...	19	47	65	52	1	1	1	1	1	1	6
Irrequis.....	Cambridge.....	42	57	90	23	27	50	17	19	30	11	19	30	...	25	35	65	54	1	1	1	1	1	1	25
Caneco.....	Watkins.....	18	10	34	12	17	30	3	6	9	16	4	14	...	38	61	99	88	1	1	1	1	1	1	18
Caneco.....	Milford.....	5	22	37	15	15	32	1	7	8	6	15	12	...	27	59	98	90	1	1	1	1	1	1	12
Caneco.....	Sheldon.....	19	12	31	9	9	21	6	18	28	4	9	13	...	42	48	90	78	1	1	1	1	1	1	6
Caneco.....	Onarga.....	5	8	13	8	13	21	6	6	12	8	4	12	...	19	27	46	40	1	1	1	1	1	1	6
Caneco.....	Gilman.....	13	16	29	10	13	23	8	9	17	8	4	12	...	39	33	80	72	1	1	1	1	1	1	12
Caneco.....	Murphersboro.....	10	16	26	8	12	20	8	9	17	8	4	12	...	39	33	80	72	1	1	1	1	1	1	12
Caneco.....	Newton.....	6	12	14	3	3	6	3	7	10	4	3	5	...	16	25	41	35	1	1	1	1	1	1	9
Caneco.....	Mt Vernon.....	11	23	34	10	7	17	4	11	15	1	4	5	...	26	45	71	60	1	1	1	1	1	1	7
Caneco.....	Jerseyville.....	6	11	17	3	5	8	7	3	10	3	5	8	...	19	24	43	40	1	1	1	1	1	1	4
Caneco.....	Galena.....	40	51	91	29	27	56	10	29	39	11	13	24	...	91	131	222	200	1	1	1	1	1	1	14
Caneco.....	Warren.....	32	30	62	36	32	58	17	30	37	21	11	32	...	96	93	189	179	1	1	1	1	1	1	28
Caneco.....	Vienna.....	23	25	48	14	31	45	10	11	21	1	6	7	...	48	73	121	87	1	1	1	1	1	1	6
Caneco.....	East Aurora.....	9	18	2	7	9	34	11	6	17	13	7	20	...	11	16	27	24	1	1	1	1	1	1	16
Caneco.....	East Batavia.....	7	17	24	22	12	34	11	6	17	13	7	20	...	54	47	101	91	1	1	1	1	1	1	16
Caneco.....	Geneva.....	62	51	113	40	44	84	35	57	92	14	33	47	...	151	187	338	286	1	1	1	1	1	1	41
Caneco.....	St. Charles.....	26	38	64	23	22	45	11	24	35	16	21	37	...	76	105	181	163	1	1	1	1	1	1	35
Caneco.....	Elgin.....	3	12	15	3	4	7	4	20	24	10	12	22	...	30	48	68	60	1	1	1	1	1	1	13
Caneco.....	Momence.....	4	3	7	5	6	11	3	7	10	4	4	4	...	12	20	32	30	1	1	1	1	1	1	4
Caneco.....	Kankakee.....	8	20	28	4	5	9	3	1	4	...	5	5	...	15	26	41	39	1	1	1	1	1	1	4
Caneco.....	Bradley.....	12	12	24	14	11	25	3	8	11	...	5	5	...	29	36	65	55	1	1	1	1	1	1	16
Caneco.....	Oswego.....	75	92	167	48	73	121	25	61	96	13	23	36	...	164	251	415	350	1	1	1	1	1	1	35
Caneco.....	Yorkville.....	12	12	24	14	11	25	3	8	11	...	5	5	...	41	69	67	50	1	1	1	1	1	1	10
Caneco.....	Piano.....	12	12	24	14	11	25	3	8	11	...	5	5	...	41	69	67	50	1	1	1	1	1	1	10
Caneco.....	Galesburg.....	3	10	13	8	8	16	9	6	15	3	9	12	...	23	33	56	50	1	1	1	1	1	1	6
Caneco.....	Knoxville.....	104	133	237	77	99	176	38	76	114	3	9	12	...	23	33	56	50	1	1	1	1	1	1	10
Caneco.....	Onida.....	8	12	20	9	10	19	11	13	24	3	9	12	...	219	308	527	472	1	1	1	1	1	1	85
Caneco.....	Altona.....	16	10	26	12	13	25	6	10	16	...	13	13	...	34	83	67	60	1	1	1	1	1	1	24
Caneco.....	Yates City.....	7	2	9	3	3	6	1	9	10	...	13	13	...	11	14	25	20	1	1	1	1	1	1	9
Caneco.....	North Abingdon.....	12	13	25	6	10	16	2	1	3	...	13	13	...	20	24	44	36	1	1	1	1	1	1	16
Caneco.....	South Abingdon.....	8	11	19	11	13	24	8	12	20	...	13	13	...	27	36	63	60	1	1	1	1	1	1	16
Caneco.....	Waukegan.....	8	5	13	2	9	11	6	3	9	...	13	13	...	16	18	34	26	1	1	1	1	1	1	5
Caneco.....	Deerfield Township.....	34	66	100	23	36	59	14	27	41	9	22	31	...	80	151	231	221	1	1	1	1	1	1	31
Caneco.....	Streator Township.....	12	19	31	10	12	22	7	6	13	2	2	4	...	31	39	70	62	1	1	1	1	1	1	3
Caneco.....	Ottawa Township.....	41	64	105	32	39	71	15	24	39	14	38	52	...	102	165	267	245	1	1	1	1	1	1	33
Caneco.....	West Mendota.....	28	51	79	25	42	67	19	33	52	17	26	43	...	90	165	255	250	1	1	1	1	1	1	34
Caneco.....	East Mendota.....	10	7	17	9	13	22	5	8	7	15	1	3	...	27	34	61	52	1	1	1	1	1	1	3
Caneco.....	Marseilles.....	4	13	17	9	13	22	5	8	7	15	1	3	...	18	32	50	45	1	1	1	1	1	1	10
Caneco.....	Earlville.....	13	13	26	3	13	16	6	10	16	6	14	20	...	28	59	78	68	1	1	1	1	1	1	20
Caneco.....	LaSalle Township.....	9	6	15	9	7	16	10	7	17	7	17	24	...	28	20	48	42	1	1	1	1	1	1	11
Caneco.....	LaSalle Township.....	51	56	107	20	39	59	4	20	24	7	17	24	...	206	200	406	378	1	1	1	1	1	1	24

## Summary for 1899—Continued.

TABLE XIX—Continued.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average enrollm't			GRADUATES.		
		Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
Lee	Ashton	7	14	21	8	3	11	8	5	13	9	7	16	15	26	41	15	26	41	30	25	55	7	8	15
	Amboy	9	28	37	14	3	17	11	5	12	17	4	14	18	32	50	18	32	50	37	63	100	4	0	4
	Dixon	10	39	49	12	6	18	12	11	23	10	4	14	16	20	36	22	36	58	63	126	4	4	8	
	North Dixon	12	10	22	7	15	22	7	11	18	4	4	8	4	10	14	30	41	71	47	47	94	4	7	11
	Pawnee	12	20	32	8	9	17	18	6	13	21	6	8	14	11	17	29	40	69	42	42	84	4	4	8
	Pontiac Township	53	82	135	22	25	47	18	12	30	9	16	25	13	25	38	102	135	237	183	183	366	6	6	12
	Fortary	13	14	27	27	28	55	33	19	52	16	16	32	13	13	26	45	54	99	89	89	178	1	1	2
	Dwight	4	6	10	10	10	20	11	14	25	17	19	36	22	26	48	22	26	48	38	48	86	1	1	2
	Forest	7	9	16	17	16	33	12	12	24	8	8	16	12	12	24	9	9	18	23	30	53	3	4	7
	Chatsworth	8	17	25	18	17	35	12	12	24	12	12	24	12	12	24	27	26	53	53	53	106	3	5	8
Logan	Odell	11	19	30	27	14	41	27	13	40	15	6	21	15	8	23	41	56	97	137	79	216	2	6	8
	Lincoln	19	25	44	13	14	27	7	15	22	3	3	6	7	6	13	38	41	79	79	47	126	2	2	4
	Atlanta	10	12	22	13	9	22	7	8	15	1	1	2	1	2	3	24	27	51	47	3	3	6	6	
	Mt. Pulaski	13	13	26	6	6	11	3	5	8	3	6	9	6	12	18	31	38	69	63	126	4	4	8	
	Decatur	119	144	263	100	101	201	60	118	178	34	61	95	312	424	736	312	424	736	618	24	642	24	46	70
	Carlinville	15	18	33	5	10	15	4	10	14	3	3	6	3	3	6	24	28	52	56	3	59	3	10	13
	Alton	24	50	74	21	35	56	7	20	27	9	12	21	5	19	24	63	82	145	191	2	191	2	17	19
	Edwardsville	20	20	40	16	7	23	16	6	22	12	9	21	11	13	24	59	63	122	141	11	152	11	18	29
	Collinsville	4	9	13	5	5	10	4	7	11	6	9	15	14	28	42	14	28	42	23	3	26	7	7	14
	Upper Alton	8	17	25	25	18	43	21	22	43	15	8	23	17	17	34	17	49	66	66	52	12	12	24	
Marion	Highland	13	6	19	14	8	22	14	6	20	4	6	10	10	10	20	35	22	57	49	42	91	6	6	12
	Centralia	25	29	54	20	26	46	12	12	24	5	7	12	6	6	12	63	77	140	135	42	177	5	5	10
	Salem	12	14	26	4	10	14	5	12	17	3	3	6	3	3	6	24	28	52	56	3	59	3	10	13
	Sandoval	10	11	21	8	11	19	21	7	28	12	9	21	11	13	24	59	63	122	141	11	152	11	18	29
	Lacon	10	9	19	9	14	23	6	10	16	7	7	14	6	6	12	24	28	52	56	3	59	3	10	13
	Henry	12	6	18	12	15	27	11	11	22	4	4	8	4	4	8	17	49	66	66	52	12	12	24	
	Wenona	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24	27	32	59	55	45	102	2	2	4
	Toluca	8	15	23	7	9	16	16	16	32	8	8	16	14	14	28	37	42	79	71	48	119	2	2	4
	Havana	8	12	20	16	15	31	16	16	32	8	8	16	14	14	28	37	42	79	71	48	119	2	2	4
	Masson City	18	24	42	35	20	55	20	20	40	10	10	20	8	8	16	31	37	68	63	25	88	3	3	6
Massac	Metropolis	18	24	42	35	20	55	20	20	40	10	10	20	8	8	16	31	37	68	63	25	88	3	3	6





THE NEW YORK  
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ASTOR, LENOX AND  
TILDEN FOUNDATIONS





**PLATE XXIII. THE "TERROR" MADE COMFORTABLE AND EFFECTIVE.**

Wabash .....	127	300	422	15	20	35	8	20	28	6	8	14	.....	41	78	110	92	2	10	11	
Warren .....	12	20	30	9	1	10	5	7	12	.....	.....	.....	.....	21	9	30	30	.....	.....	.....	
Washington ..	13	21	34	8	10	18	5	7	12	.....	.....	.....	.....	26	43	60	50	.....	.....	.....	
White .....	4	11	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	28	34	33	.....	.....	.....	
Whiteside ....	47	43	90	23	46	69	14	30	44	8	17	25	.....	92	136	228	200	6	17	25	
	17	19	36	8	10	18	11	11	22	8	5	8	.....	39	45	54	50	3	8	11	
	5	6	11	3	2	5	3	10	13	.....	.....	.....	.....	11	18	29	25	2	5	7	
	12	18	30	8	12	20	6	5	13	6	6	12	.....	34	41	76	67	5	3	8	
	10	13	23	4	6	10	4	7	11	.....	.....	.....	.....	18	30	48	31	.....	.....	.....	
	36	58	91	25	38	63	9	24	33	7	23	30	.....	76	141	217	200	7	22	29	
	4	18	22	13	25	5	5	10	3	12	15	15	.....	24	48	72	70	3	11	14	
	7	10	14	1	4	5	3	8	6	4	10	.....	.....	14	23	37	34	6	4	10	
	4	10	14	1	4	5	3	8	6	4	10	.....	.....	38	65	103	91	7	14	21	
	7	18	25	17	17	34	7	12	19	7	18	25	.....	19	23	42	38	5	6	11	
	5	7	12	7	10	17	7	6	13	.....	.....	.....	.....	16	29	45	44	.....	.....	.....	
	4	7	11	4	7	11	8	4	12	.....	.....	.....	.....	14	27	41	37	.....	.....	.....	
	7	10	17	2	11	14	4	6	10	.....	.....	.....	.....	252	323	575	376	21	34	55	
	87	108	195	38	59	97	40	48	88	87	108	195	.....	323	575	376	376	21	34	55	
	18	20	38	13	2	15	4	9	13	2	2	4	.....	37	33	70	62	6	2	2	
	14	19	33	14	7	21	7	6	13	5	1	6	.....	44	36	80	67	2	2	2	
	60	106	166	37	87	124	33	67	100	17	40	57	.....	155	316	471	389	17	40	57	
	10	9	19	5	5	10	5	5	10	2	4	6	.....	22	23	45	35	2	4	6	
	9	14	23	9	4	13	6	5	11	.....	.....	.....	.....	24	23	47	46	6	5	11	
	2	5	7	8	7	15	2	5	7	.....	.....	.....	.....	12	17	29	27	1	3	4	
	11	10	21	5	2	7	2	5	7	.....	.....	.....	.....	18	17	36	31	1	5	6	
	12	9	21	3	9	12	8	3	11	5	9	14	.....	28	30	58	58	5	9	14	
	15	15	30	7	7	14	3	3	6	.....	.....	.....	.....	25	25	50	42	3	3	5	
	9	18	27	7	7	14	8	3	6	.....	.....	.....	.....	26	31	57	51	2	3	5	
	14	14	28	5	11	16	8	10	18	.....	.....	.....	.....	27	37	64	60	.....	.....	.....	
Total .....	6,394	9,230	15,624	4,022	6,393	10,415	2,680	4,594	7,287	1,505	3,137	4,642	320	653	14,594	33,686	38,630	34,122	1,578	3,130	4,708

19-P. I.

\*It is evident that many of these are not doing fifth year high school work, but special or irregular work.

## Summary of 1899—Continued.

TABLE XX.—HIGH SCHOOL STATISTICS—MONTHS TAUGHT; WAGES; COST PER PUPIL; VALUE OF BUILDINGS, LIBRARIES, AND APPARATUS, ETC.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Class of school—1, 2, 3, or 4.	No. of years in course of study	No. of teachers	No. of months schools were in session	Highest monthly wages paid	Lowest monthly wages paid	Average monthly wages paid	Amount paid high school teachers	Amount of incidental expenses	Cost per pupil enrolled for tuition	Cost per pupil enrolled for tuition and incidental expenses	Cost per pupil on average enrollment for tuition	Cost per pupil on average enrollment for tuition and incidental expenses	Value of school buildings, sites and furniture	No. of volumes in library	Value of library and apparatus	Amount of any endowment
ADAMS.....	21	4	2	2	125 00	45 00	75 00	1,840 00	300 00	28 31	35 31	36 00	39 00	.....	500	300	.....
CLARION.....	21	4	2	2	100 00	50 00	75 00	1,200 00	300 00	17 85	23 21	21 00	27 09	.....	300	300	.....
CLAYTON.....	21	4	2	2	90 00	35 00	48 00	1,000 00	353 53	19 60	23 50	19 60	25 50	.....	362	300	.....
CLAYTON.....	21	4	2	2	75 00	40 00	48 00	1,000 00	350 00	15 86	16 72	15 86	16 72	.....	280	350	.....
CLAYTON.....	21	4	2	2	150 00	50 00	86 38	7,775 00	971 33	33 23	37 37	36 50	41 06	.....	600	1,700	500
CLAYTON.....	21	4	2	2	131 10	54 17	80 46	4,343 02	900 00	20 69	24 37	22 39	27 03	840 000	890	2,500	.....
CLAYTON.....	21	4	2	2	85 00	55 00	70 00	1,260 00	200 00	23 77	29 43	25 71	31 84	87 000	150	2,500	.....
CLAYTON.....	21	4	2	2	125 00	50 00	60 50	1,800 00	200 00	16 33	18 16	18 00	19 72	.....	500	1,500	.....
CLAYTON.....	21	4	2	2	65 00	35 00	60 00	1,800 00	50 00	19 05	21 90	21 05	24 21	.....	133	1,178	.....
CLAYTON.....	21	4	2	2	160 00	40 00	73 50	2,575 00	300 00	20 43	22 82	23 41	26 14	.....	300	650	.....
CLAYTON.....	21	4	2	2	120 00	50 00	76 66	1,700 00	300 00	24 63	26 08	26 56	28 12	.....	150	350	.....
CLAYTON.....	21	4	2	2	65 00	65 00	65 00	1,685 00	100 00	25 43	29 78	25 43	29 78	.....	125	130	.....
CLAYTON.....	21	4	2	2	112 50	42 50	72 50	1,680 00	32 00	17 32	17 65	19 53	19 90	.....	400	300	.....
CLAYTON.....	21	4	2	2	178 35	55 00	80 74	8,227 50	1,996 17	31 32	38 64	32 91	40 65	50 000	2,250	5,000	1,000
CLAYTON.....	21	4	2	2	122 22	55 00	80 74	2,180 00	100 00	36 33	38 64	36 95	38 64	.....	1,000	1,000	.....
CLAYTON.....	21	4	2	2	110 00	50 00	70 75	2,070 00	150 00	30 90	33 13	33 33	41 11	.....	300	500	.....
CLAYTON.....	21	4	2	2	144 44	40 00	74 86	2,500 00	200 00	30 83	32 50	32 93	41 77	.....	300	500	.....
CLAYTON.....	21	4	2	2	80 00	80 00	80 00	720 00	80 00	26 66	29 63	30 00	33 33	.....	400	350	.....
CLAYTON.....	21	4	2	2	100 00	50 00	75 00	1,125 00	200 00	13 71	16 01	15 84	17 30	.....	480	300	.....
CLAYTON.....	21	4	2	2	80 00	80 00	80 00	720 00	200 00	13 58	16 41	16 00	19 33	.....	439	500	.....
CLAYTON.....	21	4	2	2	75 00	50 00	68 75	2,515 00	151 90	17 22	18 27	20 71	21 95	.....	2,000	2,000	.....
CLAYTON.....	21	4	2	2	100 00	50 00	75 00	1,840 00	150 00	24 36	26 30	25 80	28 00	.....	300	500	.....
CLAYTON.....	21	4	2	2	85 00	80 00	72 50	1,305 80	15 00	34 36	34 75	34 34	34 73	.....	325	400	.....
CLAYTON.....	21	4	2	2	75 00	75 00	75 00	1,600 00	160 00	23 00	29 23	27 27	34 55	.....	60	100	.....
CLAYTON.....	21	4	2	2	90 00	45 00	67 50	1,080 00	108 00	15 00	16 06	17 15	18 70	.....	100	120	.....

n...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
Champaign	Urban	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign	Champaign																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

## Summary of 1899—Continued.

TABLE XX.—HIGH SCHOOL STATISTICS—MONTHS TAUGHT; WAGES; COST PER PUPIL; VALUE OF BUILDINGS, LIBRARIES AND APPARATUS, ETC.

COUNTIES.	HIGH SCHOOLS.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Class of school—1, 2, 3 or 4.	No. of years in course of study.....	No. of teachers.....	No. of months schools were in session.....	Highest monthly wages paid.....	Lowest monthly wages paid.....	Average monthly wages paid.....	Amount paid high school teachers.....	Amount of incidental expenses.....	Cost per pupil enrolled for tuition.....	Cost per pupil enrolled for tuition and incidental expenses.....	Cost per pupil on average enrollment for tuition..	Cost per pupil on average enrollment for tuition and incidental expenses	Value of school buildings, sites and furniture.....	No of volumes in library.	Value of library and apparatus.....	Amount of any endowment.....
De Witt.....	Clinton.....	20	4	3	9	75 00	50 00	61 25	2,000 00	50 00	38 02	38 88	44 10	45 05	.....	.....	400	.....
Douglas.....	Farmer City.....	21	4	4	8.5	117 65	55 00	74 41	2,099 97	180 00	30 00	31 88	44 10	45 05	.....	.....	500	.....
Du Page.....	Tuscola.....	21	4	4	9	100 00	60 00	73 75	2,655 00	100 00	30 00	31 88	44 10	45 05	.....	.....	250	.....
	Arcola.....	21	4	4	9.5	70 00	60 00	63 00	1,360 00	150 00	17 00	19 56	20 00	22 20	.....	.....	800	.....
	Wheaton.....	21	4	4	9.5	189 47	60 00	63 00	2,398 25	50 00	24 47	24 98	28 20	28 80	.....	.....	600	.....
	Hinsdale.....	21	4	4	9.5	70 00	20 00	47 50	1,900 00	300 00	37 25	43 00	40 00	46 00	.....	.....	1,600	.....
	Downer's Grove.....	21	4	4	9.5	126 00	47 50	75 00	1,225 00	500 00	25 00	35 00	30 00	43 00	.....	.....	500	.....
	Ellsworth.....	21	4	4	9.5	111 11	50 00	80 55	1,449 99	25 00	47 73	47 73	3 67	3 67	.....	.....	1,000	.....
	Elmhurst.....	21	4	4	10	115 00	60 00	87 50	2,550 00	125 00	14 75	16 73	15 67	17 51	28,000	1,253	30	.....
Edgar.....	Paris.....	21	4	4	9	88 88	50 00	71 00	2,550 00	300 00	14 75	16 73	15 67	17 51	.....	.....	500	.....
Edwards.....	Albion.....	21	4	4	9	90 00	50 00	70 00	1,120 00	25 00	22 50	25 43	27 00	30 52	.....	.....	175	.....
Effingham.....	Effingham.....	21	4	4	9	100 00	50 00	82 50	1,485 00	183 50	22 50	25 43	27 00	30 52	.....	.....	270	.....
Farmington.....	Altamont.....	21	4	4	9	70 00	50 00	70 00	560 00	68 00	10 77	12 00	13 15	13 25	.....	.....	1,235	.....
Fayette.....	Vandalia.....	21	4	4	9	70 00	50 00	67 66	1,624 00	58 00	28 00	30 00	30 00	31 00	.....	.....	108	.....
Ford.....	Paxton.....	21	4	4	9	133 33	48 00	85 44	1,347 00	150 00	21 04	23 39	21 50	23 77	.....	.....	800	.....
Gibson City.....	Gibson City.....	21	4	4	9	125 00	55 00	81 66	1,360 00	200 00	20 60	23 63	21 50	24 76	.....	.....	1,200	.....
Franklin.....	Benton.....	21	4	4	9	90 00	45 00	77 50	1,700 00	100 00	10 23	11 76	14 00	16 00	.....	.....	400	.....
Fulton.....	Canton.....	21	4	4	9	177 77	45 00	64 11	6,620 00	800 00	22 86	25 07	23 75	25 50	25,000	.....	550	.....
	Lewistown.....	21	4	4	9	137 50	45 00	82 16	1,567 00	60 00	15 67	16 27	17 21	21 07	.....	.....	1,117	.....
	Farmington.....	21	4	4	9	137 50	45 00	82 16	1,567 00	150 00	20 63	23 01	22 41	25 00	.....	.....	550	.....
	Astoria.....	21	4	4	9	125 00	50 00	83 33	1,900 00	45 00	22 00	23 90	22 00	26 02	.....	.....	1,800	.....
	Cuba.....	21	4	4	9	80 00	40 00	60 00	960 00	60 00	14 32	15 22	16 10	17 00	.....	.....	375	.....
	Ipava.....	21	4	4	9	90 00	40 00	60 00	720 00	60 00	18 00	19 50	19 00	20 50	.....	.....	300	.....
	Avon.....	21	4	4	9	100 00	45 00	72 50	910 00	108 42	15 96	19 45	18 85	20 50	.....	.....	327	70
	South Vermont.....	21	4	4	9	80 00	40 00	60 00	640 00	108 42	15 96	19 45	18 85	20 50	.....	.....	327	70
	North Vermont.....	21	4	4	9	75 00	35 00	55 00	535 00	100 00	15 00	17 12	16 50	19 75	.....	.....	350	.....
	Table Grove.....	21	4	4	9	90 00	40 00	60 00	720 00	68 00	15 00	18 63	18 63	18 63	.....	.....	303	.....
	Table Grove.....	21	4	4	9	90 00	40 00	60 00	720 00	15 00	17 50	17 92	18 92	19 38	.....	.....	304	.....



## Summary for 1899—Continued.

TABLE XX—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Class of school—1, 2, 3 or 4.	No. of years in course of study.	No. of teachers.	No. of months schools were in session.	Highest monthly wages paid.	Lowest monthly wages paid.	Average monthly wages paid.	Amount paid high school teachers.	Amount of incidental expenses.	Cost per pupil enrolled for tuition.	Cost per pupil enrolled for tuition and incidental expenses.	Cost per pupil on average enrollment for tuition.	Cost per pupil on average enrollment for tuition and incidental expenses.	Value of school buildings, sites and furniture.	No. of volumes in library.	Value of library and apparatus.	Amount of any endowment.
<b>Knox.....</b>	1	4	4	8	65 00	65 00	65 00	536 00	90 00	15 76	18 41	20 00	23 36	.....	175	75	.....
<b>Laake.....</b>	1	4	4	10	90 00	60 00	75 00	4,200 00	1,000 00	47 00	53 00	52 00	53 00	.....	1,500	2,650	.....
<b>La Salle.....</b>	1	4	4	10	180 00	65 00	110 00	3,250 00	4,000 00	30 00	45 00	52 00	53 00	.....	1,100	300	.....
	1	4	4	10	200 00	55 00	98 50	7,785 00	4,000 00	30 00	45 00	52 00	53 00	75,000	1,424	5,000	.....
	1	4	4	11	222 22	52 70	117 50	0,575 00	1,425 00	41 48	50 98	42 30	52 00	30,000	1,700	3,000	.....
	1	4	4	9	120 00	35 00	54 00	2,595 00	1,353 00	39 87	45 53	45 00	54 00	.....	700	575	.....
	1	4	4	9	133 33	35 00	98 66	7,340 00	75 00	36 80	45 30	29 77	31 44	.....	254	450	.....
	1	4	4	9	100 00	45 00	70 00	1,440 00	400 00	36 46	45 30	36 32	46 18	.....	340	750	.....
	1	4	4	9	100 00	45 00	75 00	1,125 00	75 00	33 43	45 00	26 80	28 57	.....	300	300	.....
	1	4	4	10	200 00	50 00	94 50	9,450 00	3,351 00	30 81	41 66	25 00	33 86	62,000	387	3,000	.....
<b>Lee.....</b>	1	4	4	10	111 11	111 11	111 11	1,000 00	3,250 00	33 33	41 66	25 00	33 86	.....	70	180	.....
	1	4	4	9	111 11	60 00	85 55	1,309 99	100 00	30 71	33 38	22 50	24 31	.....	350	800	.....
	1	4	4	9	111 11	70 00	83 70	2,740 00	812 00	32 62	42 28	38 60	50 00	.....	300	800	.....
	1	4	4	9	129 41	50 00	87 25	2,055 53	179 65	28 95	31 48	33 15	36 05	.....	250	800	.....
	1	4	4	9	85 00	35 00	60 00	1,080 00	100 00	23 00	25 00	23 00	25 10	.....	225	500	.....
	1	4	4	9	177 77	68 66	96 00	6,175 00	1,050 00	26 05	30 48	32 84	38 40	35,000	1,350	1,375	.....
<b>Livingston.....</b>	1	4	4	8	153 94	50 00	89 31	1,626 00	150 00	18 57	19 95	20 84	22 77	.....	1,200	1,300	.....
	1	4	4	9	122 22	50 00	82 40	1,675 00	100 00	18 83	19 94	22 04	24 31	.....	1,400	500	.....
	1	4	4	9	85 00	45 00	65 00	1,000 00	200 00	22 91	27 08	24 44	28 88	.....	543	500	.....
	1	4	4	9	122 22	50 00	74 07	1,426 00	150 00	26 40	30 48	26 90	32 56	.....	435	400	.....
<b>Logan.....</b>	1	4	4	9	130 00	55 00	77 50	3,100 00	300 00	36 90	33 56	33 50	37 50	.....	122	325	.....
	1	4	4	9	125 00	50 00	81 66	2,100 00	100 00	31 00	32 93	33 50	38 00	.....	130	350	.....
	1	4	4	9	125 00	50 00	81 66	1,585 00	100 00	31 00	32 93	33 50	38 00	.....	160	750	.....
<b>Macon.....</b>	1	4	4	9	100 00	40 00	69 05	1,200 00	100 00	22 00	23 47	23 00	25 00	.....	125	400	.....
<b>Macoupin.....</b>	1	4	4	9	145 00	45 00	77 25	13,419 73	340 00	25 32	34 71	31 85	37 42	75,200	1,100	3,600	.....
	1	4	4	9	127 75	55 00	77 25	1,819 73	113 95	22 00	24 71	21 85	27 42	.....	308	400	.....





## Summary for 1899—Continued.

TABLE XX—Continued.

COUNTIES.	HIGH SCHOOLS.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Class of school, *1, 2, 3 or 4.	No. of years in course of study	No. of teachers	No. of months schools were in session	Highest monthly wages paid	Lowest monthly wages paid	Average monthly wages paid	Amount paid high school teachers	Amount of incidental expenses	Cost per pupil enrolled for tuition	Cost per pupil enrolled for tuition and incidental expenses	Cost per pupil on average enrollment for tuition	Cost per pupil on average enrollment for tuition and incidental expenses	Value of school buildings, sites and furniture	No. of volumes in library	Value of library and apparatus	Amount of any endowment
Moultrie	Sullivan	1	4	4	9	\$112.50	\$50.00	\$69.00	\$2,220.00	\$300.00	\$24.66	\$28.00	\$26.19	\$30.00	.....	450	\$300	.....
Ogle	Lovington	1	4	4	9	150.00	50.00	70.00	1,120.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Rockville	1	4	4	9	155.50	50.00	74.25	1,600.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Oregon	1	4	4	9	140.00	40.00	73.25	1,600.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Porterston	1	4	4	9	100.00	45.00	73.25	1,600.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Polo	1	4	4	9	155.50	50.00	74.25	1,600.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Byron	1	4	4	9	100.00	40.00	73.25	1,600.00	400.00	10.96	13.00	18.36	20.62	.....	145	55	.....
	Shillicothe	1	4	4	9	111.11	50.00	68.75	1,420.00	300.00	12.75	16.00	15.41	15.25	.....	3,000	4,000	.....
	Elmwood	1	4	4	9	237.50	55.00	68.75	15,050.00	2,000.00	12.75	16.00	15.41	15.25	.....	3,000	4,000	.....
	Peoria	1	4	4	9	250.00	55.00	68.75	15,050.00	2,000.00	12.75	16.00	15.41	15.25	.....	3,000	4,000	.....
	Princeton	1	4	4	9	75.00	40.00	55.00	1,320.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Quincy	1	4	4	9	100.00	50.00	75.00	1,000.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Rockneyville	1	4	4	9	100.00	50.00	75.00	1,000.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Monticello	1	4	4	9	100.00	50.00	75.00	1,000.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Bement	1	4	4	9	85.00	55.00	65.00	1,000.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Cerro Gordo	1	4	4	9	75.00	75.00	75.00	500.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Atwood	1	4	4	9	75.00	75.00	75.00	500.00	35.00	11.45	12.33	12.33	12.33	.....	250	125	.....
	Atwood	1	4	4	9	175.00	55.00	65.00	2,500.00	240.00	12.75	16.00	15.41	15.25	.....	300	300	.....
	Griggsville	1	4	4	9	125.00	55.00	65.00	1,040.00	160.00	12.75	16.00	15.41	15.25	.....	225	225	.....
	Barry	1	4	4	9	125.00	55.00	65.00	1,040.00	160.00	12.75	16.00	15.41	15.25	.....	225	225	.....
	Perry	1	4	4	9	125.00	55.00	65.00	1,040.00	160.00	12.75	16.00	15.41	15.25	.....	225	225	.....
	Lowell	1	4	4	9	80.00	45.00	65.00	1,000.00	40.00	12.09	14.23	16.58	18.05	.....	25	40	.....
	Chester	1	4	4	9	137.50	70.00	68.75	720.00	250.00	11.85	17.85	18.85	18.85	.....	268	125	.....
	Sparta	1	4	4	9	125.00	50.00	60.00	2,000.00	250.00	12.21	14.90	19.86	22.17	.....	1,000	700	.....
	Olney	1	4	4	9	88.88	50.00	60.00	2,000.00	150.00	12.89	14.93	17.58	19.86	.....	1,350	1,500	.....

Rock Island.....	12	9	177	35	40	79	90	1,000	24	90	29	87	285	34	39	50,000	1,500	4,000	.....
Moline.....	10	9	155	56	60	84	12	1,453	74	27	32	34	285	31	55	75,000	1,500	3,500	.....
Sangamon.....	13	9	167	50	65	95	23	4,500	90	21	18	24	256	29	29	110,000	3,000	5,500	.....
Schnyler.....	4	8	137	50	50	93	75	80	20	17	30	07	26	29	36	8,500	300	400	.....
Scott.....	4	8	137	50	55	00	60	200	20	20	22	35	25	25	25	8,500	350	300	.....
Winchester.....	4	8	132	22	45	00	79	96	20	20	24	63	23	25	25	70	720	300	.....
Shelby.....	4	8	109	58	50	00	77	1,313	30	26	27	63	23	25	25	313	435	500	.....
Stark.....	4	8	109	58	50	00	77	1,695	32	26	27	63	23	25	25	125	500	600	.....
Wyoming.....	4	8	75	00	75	00	75	600	00	10	99	11	12	10	13	150	100	150	.....
Bradford.....	4	8	130	00	90	00	95	1,975	00	25	88	34	62	29	25	100	1,425	1,000	.....
Belleville.....	4	8	165	00	75	00	90	1,100	00	23	15	40	39	78	48	250	1,100	1,000	.....
East St. Louis (Rock)	4	8	90	00	60	00	75	250	00	27	19	00	27	27	29	70	70	70	.....
E. St. Louis (Monroe)	4	8	90	00	60	00	75	250	00	27	19	00	27	27	29	70	70	70	.....
Mascoutah.....	4	8	90	00	45	00	67	1,368	00	27	19	00	27	27	29	70	70	70	.....
Freepoint.....	4	8	130	00	60	00	81	1,400	00	27	19	00	27	27	29	70	70	70	.....
Davis.....	4	8	65	00	35	00	47	1,400	00	27	19	00	27	27	29	70	70	70	.....
Pekin.....	4	8	100	00	65	00	75	1,115	00	27	19	00	27	27	29	70	70	70	.....
Washington.....	4	8	116	67	55	00	55	1,517	00	27	19	00	27	27	29	70	70	70	.....
Delavan.....	4	8	162	50	60	00	86	1,765	00	27	19	00	27	27	29	70	70	70	.....
Anne.....	4	8	87	50	35	00	37	890	00	12	57	14	10	13	03	1,000	635	1,300	.....
Cobden.....	4	8	75	00	35	00	60	890	00	12	57	14	10	13	03	40	40	40	.....
Jonesboro.....	4	8	87	50	35	00	37	890	00	12	57	14	10	13	03	1,000	635	1,300	.....
Danville.....	4	8	123	22	65	00	63	5,789	85	20	35	22	75	23	16	250	401	250	.....
Hoopston.....	4	8	90	00	45	00	61	1,480	00	19	24	23	56	15	15	1,200	1,200	2,350	.....
Rossville.....	4	8	85	00	50	00	65	1,070	00	30	93	35	37	34	08	800	800	1,200	.....
Georgetown.....	4	8	85	00	85	00	65	1,080	00	27	20	29	29	29	88	85	85	85	.....
Mt. Carmel.....	4	8	75	00	75	00	90	1,637	00	21	25	27	25	21	25	202	202	350	.....
Kirkwood.....	4	8	75	00	75	00	90	1,637	00	21	25	27	25	21	25	202	202	350	.....
Roseville.....	4	8	75	00	75	00	90	1,637	00	21	25	27	25	21	25	202	202	350	.....
Alexia.....	4	8	111	11	55	55	65	2,039	00	19	43	20	57	20	45	250	250	150	.....
Monmouth.....	4	8	125	00	55	00	90	2,919	65	20	35	22	75	23	16	100	100	200	.....
Nashley.....	4	8	75	00	40	00	57	1,200	00	14	25	15	47	15	00	288	288	600	.....
Ashley.....	4	8	112	50	54	00	75	1,006	50	20	21	42	21	29	24	81	81	100	.....
Carmi.....	4	8	90	00	60	00	75	1,900	00	21	42	21	29	24	24	300	300	600	.....
Grayville.....	4	8	166	67	50	00	75	4,863	00	22	41	33	36	24	31	200	200	1,076	.....
Sterling Twp.....	4	8	133	33	45	00	85	2,565	00	22	41	33	36	24	31	200	200	1,076	.....
Rock Falls.....	4	8	125	00	54	00	95	3,500	00	20	24	23	30	23	17	300	300	500	.....
Fulton.....	4	8	125	00	54	00	95	3,500	00	20	24	23	30	23	17	300	300	500	.....
Morrison.....	4	8	129	41	50	00	70	1,200	00	20	24	23	30	23	17	300	300	500	.....
Propphetstown.....	4	8	111	11	45	00	72	1,445	00	20	24	23	30	23	17	300	300	500	.....
Wilmington.....	4	8	111	11	45	00	72	1,445	00	20	24	23	30	23	17	300	300	500	.....
Plainfield.....	4	8	100	00	45	00	72	1,305	00	20	24	23	30	23	17	300	300	500	.....
Joliet.....	4	8	170	00	50	00	87	9,650	00	16	75	18	09	25	66	475	475	1,475	.....
Lockport.....	4	8	100	00	45	00	75	1,255	00	20	24	23	30	23	17	700	700	800	.....
Marion.....	4	8	100	00	45	00	75	1,255	00	20	24	23	30	23	17	700	700	800	.....
Rockford.....	4	8	100	00	45	00	75	1,255	00	20	24	23	30	23	17	700	700	800	.....
Winnebago.....	4	8	90	00	60	00	83	1,450	00	22	18	23	06	26	19	1,465	1,465	2,225	.....
Winnebago.....	4	8	90	00	60	00	83	1,450	00	22	18	23	06	26	19	1,465	1,465	2,225	.....
Pecatonica.....	4	8	100	00	55	55	77	720	95	16	00	18	00	20	61	250	250	500	.....
Rockton.....	4	8	70	00	70	00	50	630	00	21	72	21	72	21	72	50	50	145	.....
Durand.....	4	8	50	00	70	00	50	400	00	40	13	11	43	12	12	201	201	150	.....

## Summary for 1899—Concluded.

TABLE XX—Concluded.

COUNTIES.	HIGH SCHOOLS.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Class of schools,*1,2,3 or 4	No. of years in course of study	No. of teachers.....	No. of months schools were in session .....	Highest monthly wages paid.....	Lowest monthly wages paid.....	Average monthly wages paid.....	Amount paid high school teachers .....	Amount of incidental expenses .....	Cost per pupil enrolled for tuition.....	Cost per pupil enrolled for tuition and incidental expenses.....	Cost per pupil on average enrollment for tuition...	Cost per pupil on average enrollment for tuition and incidental expenses.	Value of school buildings, sites and furniture.....	No. of volumes in library	Value of library and apparatus.....	Amount of any endowment.....
Woodford.....	Minonk.....	2	4	2	8.5	\$125 00	\$65 00	\$65 00	\$1,657 00	\$110 00	\$28 57	\$30 46	\$28 57	\$31 50	.....	100	\$100	.....
	Eureka.....	2	3	2	8	85 00	45 00	65 00	1,040 00	160 00	20 80	24 00	24 40	28 15	.....	300	335	\$400
	El Paso (East).....	4	4	3	8	75 00	50 00	62 50	1,000 00	160 00	20 40	19 60	22 72	.....	.....	226	350	.....
	El Paso (West).....	4	4	3	8	75 00	42 50	58 75	1,940 00	230 00	14 70	18 30	15 67	19 50	.....	652	300	.....
Totals.....	.....	.....	.....	1,351	.....	.....	.....	.....	\$1,119,539 96	\$166,960 38	\$28 98	\$33 31	\$32 80	\$37 70	\$2,801,080	\$152,994	\$357,229	\$1,970

\* Class of high school designated by number. (1. Managed by board of education under special charter. 2. Under board of education operating under the general law. 3. Township high school. 4. District high school under board of directors.)

## Summary for 1900.

TABLE I.—GENERAL STATISTICS, SHOWING CENSUS, ENROLLMENT, DAYS' ATTENDANCE AND DISTRICTS.

COUNTIES.																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	No. of males under 21 years of age.....	No. of females under 21 years of age.....	Total number of persons under 21 years of age...	No. of males between the ages of 6 and 21.....	No. of females between the ages of 6 and 21.....	Total number of persons between the ages of 6 and 21.....	No. of male pupils enrolled in graded schools	No. of female pupils enrolled in graded schools	No. of male pupils enrolled in ungraded schools.....	No. of female pupils enrolled in ungraded schools.....	Total number of pupils enrolled.....	Days of attendance in graded schools.....	Days of attendance in ungraded schools.....	Total days' attendance...	No. of districts having no schools.....	No. of dists. having school less than 6 months.....	Number of districts having school 6 months or more.....	Total number of school districts.....
Adams.....	13,652	13,607	27,259	9,505	9,513	19,018	9,553	9,542	2,460	2,368	11,832	933,132	440,675	1,373,807	.....	.....	179	181
Alexander.....	4,601	4,611	9,212	3,328	3,317	6,645	3,561	3,547	1,400	1,385	4,946	311,543	105,244	416,787	.....	.....	28	28
Bond.....	4,047	4,020	8,067	2,921	2,878	5,799	3,000	2,977	1,422	1,393	4,393	286,648	105,668	392,316	.....	.....	77	77
Boone.....	2,369	2,334	4,702	1,732	1,711	3,443	1,800	1,789	1,094	1,083	2,177	141,868	50,465	192,333	.....	.....	69	71
Brown.....	2,438	2,434	4,872	1,732	1,711	3,443	1,800	1,789	1,094	1,083	2,177	141,868	50,465	192,333	.....	.....	62	62
Bureau.....	3,856	3,859	7,715	2,817	2,817	5,634	2,817	2,817	1,071	1,071	3,888	241,974	80,743	322,717	.....	.....	186	189
Calhoun.....	2,191	2,128	4,319	1,592	1,590	3,182	1,592	1,590	1,071	1,071	2,662	171,974	50,743	222,717	.....	.....	35	35
Carroll.....	3,827	3,813	7,640	2,817	2,817	5,634	2,817	2,817	1,071	1,071	3,888	241,974	80,743	322,717	.....	.....	103	103
Cass.....	3,846	3,813	7,659	2,817	2,817	5,634	2,817	2,817	1,071	1,071	3,888	241,974	80,743	322,717	.....	.....	52	52
Champaign.....	10,913	10,913	21,826	8,000	8,000	16,000	8,000	8,000	2,921	2,921	10,922	788,273	241,300	1,029,573	.....	.....	229	229
Christian.....	7,433	7,434	14,867	5,241	5,241	10,482	5,241	5,241	1,887	1,887	7,128	451,565	130,778	582,343	.....	.....	143	144
Clark.....	5,004	5,004	10,008	3,653	3,653	7,306	3,653	3,653	1,287	1,287	4,940	311,543	105,244	416,787	.....	.....	102	102
Clay.....	5,110	5,097	10,207	3,653	3,653	7,306	3,653	3,653	1,287	1,287	4,940	311,543	105,244	416,787	.....	.....	88	88
Clinch.....	7,226	7,055	14,281	5,055	5,055	10,110	5,055	5,055	1,768	1,768	6,823	430,142	130,239	560,381	.....	.....	68	68
Cole.....	467,751	466,930	934,681	335,429	335,429	670,858	335,429	335,429	119,041	119,041	454,470	283,121	83,710	366,831	.....	.....	119	122
Cook.....	3,971	3,981	7,952	2,841	2,841	5,682	2,841	2,841	1,071	1,071	3,912	241,974	80,743	322,717	.....	.....	170	172
Crawford.....	3,127	3,127	6,254	2,241	2,241	4,482	2,241	2,241	779	779	3,020	191,558	50,743	242,301	.....	.....	98	99
Crittenden.....	3,127	3,127	6,254	2,241	2,241	4,482	2,241	2,241	779	779	3,020	191,558	50,743	242,301	.....	.....	78	79
Cum.....	3,127	3,127	6,254	2,241	2,241	4,482	2,241	2,241	779	779	3,020	191,558	50,743	242,301	.....	.....	161	167
DeWitt.....	3,127	3,127	6,254	2,241	2,241	4,482	2,241	2,241	779	779	3,020	191,558	50,743	242,301	.....	.....	96	97
DeWitt.....	3,127	3,127	6,254	2,241	2,241	4,482	2,241	2,241	779	779	3,020	191,558	50,743	242,301	.....	.....	81	82
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	92	92
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	81	81
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	141	143
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	46	46
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	77	77
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	130	130
Dodge.....	4,446	4,446	8,892	3,127	3,127	6,254	3,127	3,127	1,071	1,071	4,192	273,882	80,743	354,625	.....	.....	108	109

## Summary for 1900.—Continued.

TABLE I.—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	No. of males under 21 years of age .....	No. of females under 21 years of age .....	Total number of persons under 21 years of age...	No. of males between the ages of 6 and 21.....	No. of females between the ages of 6 and 21 .....	Total number of persons between the ages of 6 and 21.....	No. of male pupils enrolled in graded schools	No. of female pupils enrolled in graded schools	No. of male pupils enrolled in ungraded schools .....	No. of female pupils enrolled in ungraded schools .....	Total number of pupils enrolled .....	Days of attendance in graded schools.....	Days of attendance in ungraded schools.....	Total days' attendance...	No. of districts having no schools .....	No. of dists. having school less than 6 months.....	Number of districts having school 6 months or more .....	Total number of school districts .....
Franklin .....	5,268	4,884	10,152	3,757	3,416	7,173	500	519	2,617	2,338	5,974	104,310	366,088	470,398	.....	.....	89	89
Fulton .....	9,990	9,621	19,611	7,167	6,731	13,898	2,815	2,919	3,006	2,790	11,530	806,435	535,903	1,342,338	.....	.....	199	200
Gallatin .....	4,064	3,812	7,876	2,741	2,467	5,208	713	648	1,390	1,246	3,997	124,941	181,542	306,483	.....	.....	54	54
Greene .....	5,430	5,175	10,605	3,330	3,673	7,003	1,321	1,329	1,730	1,645	6,025	358,223	333,380	691,603	.....	.....	95	96
Grundy .....	5,807	5,646	11,453	4,003	3,873	7,876	1,663	1,925	1,084	590	5,602	555,740	190,390	746,130	.....	.....	93	94
Hamilton .....	5,339	5,115	10,454	3,692	3,513	7,205	504	520	2,464	2,192	5,690	391,936	323,442	715,378	.....	.....	86	86
Hancock .....	6,358	6,402	12,760	4,094	4,575	8,669	2,073	2,032	1,539	2,121	5,988	454,426	373,452	827,878	.....	.....	179	181
Hardin .....	7,159	7,871	15,030	4,478	4,253	8,731	90	96	928	819	1,933	111,934	107,706	219,640	.....	.....	32	32
Henderson .....	8,000	7,721	15,721	1,625	1,428	3,053	470	510	799	709	1,432	117,364	156,577	273,941	.....	.....	69	70
Henry .....	8,796	8,096	16,892	5,679	5,351	10,930	2,237	2,257	1,923	2,233	6,159	650,085	398,240	1,048,325	.....	.....	184	190
Jackson .....	8,301	8,096	16,397	6,173	5,623	11,796	1,825	1,798	3,005	2,649	9,280	532,119	507,818	1,039,937	.....	.....	227	228
Jasper .....	5,520	4,997	10,517	3,826	3,516	7,342	1,673	1,867	2,574	2,211	5,715	382,166	338,803	720,969	.....	.....	102	102
Jefferson .....	7,459	7,095	14,554	5,144	4,847	9,991	1,068	1,066	3,896	3,896	9,014	570,025	461,206	1,031,231	.....	.....	112	114
Jersey .....	3,365	3,258	6,623	2,428	2,263	4,691	763	763	1,084	894	3,459	302,899	172,297	475,196	.....	.....	66	67
Jo Daviess .....	5,185	5,166	10,351	3,815	3,673	7,488	1,068	1,175	1,602	1,564	5,427	322,386	302,278	624,664	.....	.....	119	119
Johnson .....	4,423	4,271	8,694	3,141	3,004	6,145	668	627	1,819	1,690	4,774	320,037	302,278	622,315	.....	.....	68	69
Kane .....	15,797	15,423	31,220	11,056	10,794	21,850	6,021	6,065	1,586	1,590	14,548	800,036	251,627	1,051,663	.....	.....	126	128
Kankakee .....	7,854	7,498	15,352	5,637	5,268	10,905	2,045	2,045	1,843	1,590	7,465	525,991	302,699	828,690	.....	.....	147	147
Kendall .....	2,259	2,231	4,490	1,584	1,574	3,158	512	545	694	653	2,404	153,359	100,419	253,778	.....	.....	71	72
Knox .....	8,343	8,372	16,715	5,825	5,950	11,775	2,761	2,967	1,957	1,873	5,538	783,961	353,833	1,137,794	.....	.....	182	188
Lake .....	6,890	6,825	13,705	4,567	4,350	8,917	2,041	1,850	2,208	2,207	6,466	539,805	254,189	793,994	.....	.....	101	106
LaSalle .....	18,726	18,437	37,163	13,534	13,068	26,602	6,338	6,521	2,500	2,338	15,747	1,510,323	514,166	2,024,489	.....	.....	276	279
Lawrence .....	3,903	3,855	7,758	2,721	2,631	5,352	793	813	1,508	1,480	4,654	407,323	232,394	639,717	.....	.....	72	72
Lee .....	6,053	5,873	11,926	4,299	4,006	8,305	1,488	1,489	1,715	1,569	6,261	440,929	310,710	751,639	.....	.....	157	159
Livingston .....	9,021	8,842	17,863	6,497	6,252	12,749	1,980	2,101	3,152	2,844	9,877	549,542	559,551	1,109,093	.....	.....	248	250
Logan .....	6,966	6,651	13,616	5,069	4,732	9,801	1,666	1,710	1,538	1,393	6,267	447,632	274,874	722,506	.....	.....	130	130

177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	134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## Summary for 1900—Continued.

TABLE II.—GENERAL STATISTICS, SHOWING SCHOOL HOUSES, SCHOOLS, MONTHS OF SCHOOL, TEACHERS AND MONTHS TAUGHT.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
COUNTIES.	No. stone school houses..	No. brick school houses..	No. frame school houses.	No. of log school houses..	Total No. of school houses	No. of school houses built during year .....	No. of public high schools	No. of graded schools ....	No. of ungraded schools..	Total No. public schools .	No. of months graded schools were in session.	No. of months ungraded schools were in session.	Total No. months schools were in session.....	Average No. of months of school .....	No. of male teachers in graded schools.....	No. of female teachers in graded schools.....	No. of male teachers in ungraded schools.....	No. of female teachers in ungraded schools.....	Total No. of teachers.....	No. of months taught by male teachers in graded schools .....	No. of months taught by female teachers in graded schools.....	No. of months taught by male teachers in ungraded schools.....	No. of months taught by female teachers in ungraded schools.....	Total No. months taught in public schools.....
Adams.....	15	29	138	1	183	1	5	27	156	183	223	1,144	1,377	7.5	27	140	84	114	365	226	1,383	439	645	2,653
Alexander.....	6	6	45	1	57	1	1	12	68	77	65	471	536	6.4	13	42	18	21	60	99	393	96	132	966
Bond.....	8	9	69	1	77	1	2	7	68	77	67	529	686	7.5	3	38	38	46	125	96	393	236	236	783
Boone.....	15	15	59	1	73	1	1	3	66	73	64	471	536	6.4	2	39	35	53	123	47	385	216	240	961
Brown .....	19	19	184	2	203	2	1	24	179	203	201	1,456	1,697	7.5	21	82	35	180	322	153	728	248	1,158	2,317
Bureau.....	2	16	96	1	110	1	6	11	84	96	98	744	842	6.7	2	43	23	11	13	35	145	158	274	1,227
Carroll.....	1	13	96	1	110	1	6	11	84	96	98	744	842	6.7	2	43	28	94	178	112	371	119	322	866
Cass.....	34	24	219	2	243	2	6	36	206	242	304	1,605	1,908	7.9	42	96	80	140	360	354	544	550	1,920	2,903
Champaign.....	16	16	135	1	151	1	3	18	133	151	143	1,037	1,180	7.8	33	71	93	69	256	179	560	381	389	1,776
Christian.....	24	24	180	1	204	1	3	11	93	104	86	689	766	7.3	14	31	77	90	212	100	230	381	299	1,010
Clark.....	7	7	69	1	77	1	1	10	85	95	72	589	610	6.4	20	20	67	39	146	127	143	342	342	808
Clay.....	1	1	69	1	71	1	1	9	63	72	78	430	508	7.0	12	76	33	30	96	105	173	232	198	708
Clinton.....	18	18	107	1	125	1	3	16	119	135	138	874	1,012	7.5	11	54	32	30	98	150	305	473	473	1,405
Cook.....	11	36	160	1	197	1	24	433	129	562	4,304	1,698	5,342	9.5	564	5,816	32	68	6,510	57,651	373	768	64,665	
Coles.....	1	1	100	1	102	1	1	10	81	100	77	618	696	6.9	13	22	19	24	84	140	149	355	355	1,076
Crawford.....	19	19	174	1	193	1	5	20	142	162	185	1,132	1,317	7.1	6	42	40	147	282	192	733	192	733	2,057
De Kalb.....	3	3	73	1	76	1	3	12	53	66	97	664	730	7.5	9	37	39	60	151	136	362	269	358	1,076
De Witt.....	1	15	89	1	105	1	6	13	89	105	97	664	730	7.4	12	37	38	60	147	98	313	263	343	1,076
Douglas.....	1	1	70	1	72	1	1	1	69	70	67	562	633	6.5	14	68	9	60	151	133	362	362	362	1,076
DuPage.....	24	24	121	1	145	1	6	19	126	145	165	972	1,127	7.1	21	64	25	112	252	166	444	444	444	1,582
Edgar.....	6	6	44	1	50	1	1	1	61	44	38	281	319	6.4	11	18	25	27	81	90	118	140	141	468
Edwardsville.....	11	11	73	1	84	1	2	15	69	84	147	602	649	7.1	16	21	54	42	133	127	181	140	141	468
Franklin.....	8	8	107	1	115	1	1	12	128	141	84	578	660	6.8	23	24	105	89	241	153	169	202	202	1,197
Payette.....	1	1	107	1	108	1	2	1	98	109	94	786	880	8.0	14	38	31	81	164	115	302	302	302	1,225



Franklin.....	43	168	211	89	21	12	11	8	28	81	269	1,348	520	668	6.4	10	15	83	18	126	169	99	446	74	678
Fulton.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Greene.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Grundy.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Hamilton.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Lincoln.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Madison.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Marshall.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
McHenry.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
McLean.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Merced.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Monroe.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Montgomery.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Moultrie.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Oglethorpe.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Ogden.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Perry.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Pike.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Polk.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Pulaski.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678
Randolph.....	12	68	160	160	1	4	14	14	17	158	211	1,348	520	668	7.5	20	110	82	136	348	168	99	446	74	678



## Summary for 1900—Continued.

TABLE II.—Concluded.

COUNTIES.																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Richland.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Rock Island.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Saline.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Shannon.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Schuyler.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Scott.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Shelby.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Stark.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
St. Clair.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Stephenson.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Tazewell.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Union.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Vermilion.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Wabash.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Warren.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Washington.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Wayne.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
White.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Whiteside.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Will.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Williams.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Winnebago.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Woodford.....	5	22	82	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
Total.....	157	1,804	10,706	22,12	809	182	321	2,082	10,715	12,797	18,028	79,887	97,885	7.7	2,375	11,868	4,808	7,887	26,988	20,639	110,156	30,410	49,453	210,068

THE NEW YORK  
PUBLIC LIBRARY

ASTOR LENOX AND  
TILDEN FOUNDATIONS

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PLATE XXIV.

## Summary for 1900—Continued.

TABLE III.—GENERAL STATISTICS, SHOWING WAGES OF TEACHERS, LIBRARIES, PRIVATE SCHOOLS AND ILLITERACY.

COUNTIES	ILLITERACY AND CAUSES																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	Highest monthly wages paid any male teacher...	Highest monthly wages paid any female teacher...	Lowest monthly wages paid any male teacher...	Lowest monthly wages paid any female teacher...	Average monthly wages paid male teachers.....	Average monthly wages paid female teachers....	No. districts having libraries.....	No. volumes bought during year for district libraries.....	Whole number of volumes in district libraries.....	No. of private schools....	Male pupils in private schools.....	Female pupils in private schools.....	Total number of pupils in private schools.....	No. of male teachers in private schools.....	No. female teachers in private schools.....	Total number of teachers in private schools.....	Indigence.....
																	Ill health.....
																	Mental weakness.....
																	Inaccessibility of schools
																	Negligence of parents....
																	Mutes.....
																	Blind or partially blind...
																	Foreign birth.....
																	Idiotic and insane.....
																	Other causes.....
																	Males
																	Females
Adams.....	\$150 00	\$106 00	\$17 50	\$16 00	\$48 00	\$41 00	33	667	5,355	15	1,111	1,401	2,512	15	32	47	2
Alexander.....	166 67	88 00	20 00	20 00	53 54	46 05	7	543	1,991	3	8	115	1,167	10	10	10	2
Bond.....	125 00	55 00	18 00	16 00	42 22	31 58	58	52	1,874	2	85	85	170	9	7	16	4
Boone.....	180 00	90 00	25 00	25 00	66 22	37 10	44	430	1,964	1	20	30	50	1	1	1	1
Brown.....	125 00	52 50	20 00	16 67	37 17	32 82	14	55	764	3	40	62	102	1	3	4	1
Bureau.....	155 55	60 00	25 00	20 00	67 02	33 60	66	156	5,247	3	247	191	438	2	5	10	3
Calhoun.....	60 00	50 00	25 00	25 00	40 36	34 06	20	273	1,516	3	34	31	65	2	2	4	17
Carroll.....	144 44	111 11	25 00	25 00	45 83	37 82	57	698	5,037	2	28	89	117	1	16	17	7
Cass.....	166 66	60 00	25 00	25 00	61 43	40 76	17	55	2,242	6	86	94	180	6	2	8	11
Champaign.....	150 00	122 22	25 00	25 00	51 94	40 09	129	1,542	10,107	15	397	425	825	11	18	29	23
Christian.....	166 66	75 00	25 00	25 00	50 22	38 65	54	192	2,990	4	96	92	188	3	3	6	12
Clark.....	90 00	45 00	15 00	15 00	37 61	28 39	63	115	1,508	4	45	53	97	3	18	21	8
Clinton.....	111 11	45 00	25 00	20 00	46 90	32 46	18	160	1,270	12	445	552	997	8	18	21	11
Coles.....	187 60	80 00	25 00	20 00	47 28	43 67	52	358	3,809	2	90	89	175	4	4	4	13
Cook.....	300 00	240 00	35 00	20 00	135 70	75 90	27	477	161,129	394	45,947	47,567	92,114	717	1710	2427	25
Crawford.....	112 50	60 00	12 50	15 00	38 85	29 27	20	47	1,383	1	357	4	531	5	6	11	6
Cumberland.....	60 00	40 00	21 00	17 00	37 92	30 23	21	108	10,042	4	61	152	213	5	6	11	2
DeWitt.....	208 33	75 00	21 00	22 00	43 42	36 52	34	661	3,419	1	11	12	23	1	1	1	2
Dallas.....	150 00	100 00	25 00	25 00	50 62	41 61	65	854	3,884	1	11	12	23	1	1	1	2
Dodge.....	189 47	85 00	30 00	25 00	48 09	40 77	25	505	6,119	22	644	545	1,189	24	12	36	3
DuPage.....	177 77	88 88	25 00	22 00	48 36	38 19	48	488	2,297	2	44	67	112	1	4	5	1
Effingham.....	90 00	45 00	19 00	15 00	33 83	30 60	31	768	1,345	1	93	124	217	6	4	9	11
Franklin.....	100 00	45 00	17 00	18 00	36 40	28 59	12	401	718	12	329	253	582	10	6	16	15
Greene.....	125 40	45 00	16 00	16 00	34 88	27 12	22	269	1,315	4	130	143	273	4	4	10	4
Hamilton.....	133	75 00	25 00	24 00	50 50	35 91	30	261	3,276	1	130	143	273	4	4	10	4

## Summary for 1900 - Continued.

TABLE III—Concluded.

COUNTIES.	ILLITERACY AND CAUSES.															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Highest monthly wages paid any male teacher...	Highest monthly wages paid any female teacher	Lowest monthly wages paid any male teacher...	Lowest monthly wages paid any female teacher	Average monthly wages paid male teachers.....	Average monthly wages paid female teachers....	No. districts having libraries.....	No. volumes bought during year for district libraries.....	Whole number of volumes in district libraries .....	No. of private schools....	Male pupils in private schools.....	Female pupils in private schools.....	Total number of pupils in private schools.....	No. of male teachers in private schools.....	No. female teachers in private schools.....	Total number of teachers in private schools.....
Franklin.....	75 00	50 00	18 00	18 00	34 39	57 41	20	20	5,243	1	23	5	28	1	1	1
Fulton.....	137 60	70 00	20 00	20 00	45 30	57 41	61	308	5,243	1	23	5	28	1	1	1
Galatin.....	100 00	50 00	20 00	20 00	39 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Greene.....	133 33	50 00	20 00	20 00	39 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Grundy.....	140 00	75 00	25 00	25 00	49 86	57 41	61	308	5,243	1	23	5	28	1	1	1
Hamilton.....	75 00	45 00	15 00	15 00	32 86	57 41	61	308	5,243	1	23	5	28	1	1	1
Hancock.....	125 00	65 00	20 00	20 00	44 24	57 41	61	308	5,243	1	23	5	28	1	1	1
Hardin.....	60 00	37 50	20 00	20 00	36 70	57 41	61	308	5,243	1	23	5	28	1	1	1
Henderson.....	100 00	70 00	20 00	20 00	43 58	57 41	61	308	5,243	1	23	5	28	1	1	1
Henry.....	166 67	70 00	20 00	20 00	52 68	57 41	61	308	5,243	1	23	5	28	1	1	1
Iroquois.....	122 22	70 00	20 00	20 00	51 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Jackson.....	137 50	70 00	20 00	20 00	54 39	57 41	61	308	5,243	1	23	5	28	1	1	1
Jasper.....	75 00	45 00	15 00	15 00	32 86	57 41	61	308	5,243	1	23	5	28	1	1	1
Jefferson.....	150 00	75 00	20 00	20 00	43 58	57 41	61	308	5,243	1	23	5	28	1	1	1
Jefferson.....	225 00	65 00	20 00	20 00	43 58	57 41	61	308	5,243	1	23	5	28	1	1	1
Jo. Daviess.....	112 50	40 00	20 00	20 00	39 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Johnson.....	133 33	40 00	20 00	20 00	39 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Kane.....	225 00	135 00	20 00	20 00	43 58	57 41	61	308	5,243	1	23	5	28	1	1	1
Kankakee.....	122 22	65 00	20 00	20 00	51 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Kendall.....	122 22	90 00	20 00	20 00	51 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Knox.....	180 00	115 00	20 00	20 00	43 58	57 41	61	308	5,243	1	23	5	28	1	1	1
Lake.....	222 22	90 00	20 00	20 00	51 64	57 41	61	308	5,243	1	23	5	28	1	1	1
LaSalle.....	222 22	90 00	20 00	20 00	51 64	57 41	61	308	5,243	1	23	5	28	1	1	1
Lawrence.....	75 00	88 24	20 00	20 00	36 04	57 41	61	308	5,243	1	23	5	28	1	1	1
Lee.....	158 88	88 24	20 00	20 00	36 04	57 41	61	308	5,243	1	23	5	28	1	1	1
Livingston.....	177 77	111 11	25 00	25 00	52 92	57 41	61	308	5,243	1	23	5	28	1	1	1
Logan.....	140 00	70 00	25 00	25 00	55 57	57 41	61	308	5,243	1	23	5	28	1	1	1

[illegible]

## Summary for 1900—Continued.

TABLE IV.—FINANCIAL STATISTICS—DISTRIBUTABLE FUND ACCOUNT.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Balance of distributable funds on hand July 1, 1899.....	Income of township fund received during the year	Received from county superintendents.....	From other sources.....	Total—sum of columns 1-4.....	Incidental expenses of treasurers and trustees.	Paid for publishing annual statement.....	Compensation of treasurers.....	Added to principal of township fund.....	Distributed to districts ..	Other expenditures of these funds.....	Balance on hand, cash held for distribution June 30, 1900.....	Total—columns 6-12 .....
Adams .....	\$154 12	\$2,246 60	\$14,665 16	.....	\$17,066 88	\$109 24	\$39 25	\$1,912 78	.....	\$14,532 83	\$302 00	\$170 77	\$17,066 88
Alexander .....	1,191 59	418 96	4,073 19	.....	5,683 74	128 50	6 00	804 25	.....	3,474 63	75	1,269 61	5,683 74
Bond .....	218 37	1,115 41	2,906 08	80 76	4,240 65	53 69	57 15	611 25	.....	3,275 33	2 85	241 04	4,240 65
Boone .....	188 10	617 72	1,881 76	.....	2,687 58	37 31	18 75	705 27	.....	1,673 07	253 18	253 18	2,687 58
Brown .....	68 59	800 87	2,135 38	.....	3,024 84	37 79	16 50	532 50	.....	2,332 72	62 75	72 58	3,024 84
Bureau .....	2,024 57	3,203 40	9,432 17	1 00	14,661 14	161 43	85 49	2,788 75	.....	9,672 73	66 50	1,886 24	14,661 14
Calhoun .....	1,136 79	1,267 58	1,806 40	20 31	4,231 08	118 67	23 85	600 00	.....	2,435 72	11 25	734 82	4,231 08
Carroll .....	498 68	1,087 99	5,431 92	.....	7,619 59	69 70	49 16	1,750 00	.....	7,412 63	108 54	819 96	7,619 59
Cass .....	884 65	2,223 34	3,587 76	9 80	6,714 55	93 74	109 51	3,346 15	.....	4,637 80	143 81	2,040 69	6,714 55
Champaign .....	1,995 86	11,655 63	11,325 17	.....	24,986 66	277 75	159 01	1,735 92	.....	19,019 25	143 81	2,040 69	24,986 66
Christian .....	4,255 72	3,700 74	6,888 56	.....	11,015 07	119 69	55 11	1,875 00	.....	8,149 21	12 00	178 13	11,015 07
Clark .....	215 72	1,367 08	4,178 48	.....	5,761 26	48 95	28 00	964 50	.....	4,544 18	12 00	178 13	5,761 26
Clay .....	443 19	1,822 10	4,602 45	72 42	6,940 15	91 20	26 90	1,022 25	.....	5,475 96	4 40	373 19	6,940 15
Clinton .....	351 56	1,553 51	4,153 24	.....	6,058 31	25 81	30 90	1,403 21	.....	4,815 48	25	188 12	6,058 31
Coles .....	211 53	2,278 91	8,482 85	.....	10,976 09	55 62	57 50	7,917 76	.....	9,369 02	81 34	188 12	10,976 09
Cook .....	207,306 35	605,087 11	299,751 20	1,312 70	1,113,487 36	710 92	164 85	1,403 21	.....	784,469 34	1,672 77	318,531 72	1,113,487 36
Crawford .....	336 35	1,359 74	4,391 67	.....	6,150 75	59 70	35 48	1,077 50	.....	4,503 02	8 60	174 91	6,150 75
Cumberland .....	217 33	1,224 23	2,871 54	37 19	4,389 29	15 78	67 00	535 00	.....	3,447 98	6 65	253 68	4,389 29
DeKalb .....	1,122 49	3,457 22	5,277 28	.....	9,856 99	34 05	39 15	1,888 70	.....	7,186 94	3 50	688 35	9,856 99
DeWitt .....	274 65	1,241 77	3,416 94	.....	4,933 36	54 13	29 00	1,888 70	.....	3,702 69	57 46	141 38	4,933 36
Douglas .....	462 69	4,224 04	5,203 48	.....	9,890 21	165 86	136 25	1,781 86	.....	7,106 03	8 32	632 39	9,890 21
DuPage .....	678 68	905 21	5,398 09	366 15	7,345 13	131 55	39 90	1,727 50	.....	4,162 34	20 99	1,189 61	7,345 13
Edgar .....	3,454 04	3,523 81	5,808 91	.....	12,786 56	64 60	45 88	1,817 37	.....	2,816 47	10 35	132 66	12,786 56
Edwards .....	286 86	1,204 07	5,808 91	.....	7,323 98	30 51	39 90	1,727 50	.....	2,816 47	10 35	132 66	7,323 98
Effingham .....	71 27	1,680 40	2,243 92	.....	4,004 59	86 20	32 50	695 00	.....	4,240 82	30 44	81 43	4,004 59
Fayette .....	216 15	1,904 74	4,437 03	.....	7,555 42	64 42	23 00	1,213 33	.....	5,174 56	8 20	297 82	7,555 42
Ford .....	1,256 21	9,473 89	3,868 59	25 15	14,568 81	129 45	50 80	1,266 25	.....	12,305 29	119 35	627 71	14,568 81

Franklin.....	178 78	502 95	4,272 61	24 10	4,978 44	30 67	109 00	560 00	21 47	4,277 17	3 90	55 28	4,978 44
Fulton.....	469 30	2,416 21	10,635 60	16 53	13,557 63	101 15	132 05	2,960 90	101 00	10,588 82	1 00	319 54	13,557 63
Gallatin.....	94 60	1,285 65	2,418 60	11 88	3,810 29	360 61	382 05	386 00	2,491 09	2,491 09	283 48	135 54	3,810 29
Greene.....	770 57	2,213 96	5,982 49	21 00	8,918 31	59 19	25 01	1,315 00	6,436 41	6,436 41	594 00	756 53	8,918 31
Grundy.....	279 46	2,650 16	4,737 26	57 43	8,278 63	164 69	20 00	1,315 00	6,436 41	6,436 41	262 73	282 73	8,278 63
Hamilton.....	279 46	1,761 62	4,683 42	57 43	12,594 84	187 66	102 05	2,009 81	9,922 74	9,922 74	13 92	408 67	12,594 84
Hancock.....	50 61	4,413 84	7,341 15	65 06	1,911 09	13 64	8 25	347 50	1,451 69	1,451 69	1 48	58 53	1,911 09
Hardin.....	79 19	1,236 31	1,913 49	06 06	3,228 88	23 64	19 95	708 05	1,959 21	1,959 21	125 54	398 99	3,228 88
Henry.....	1,142 69	10,400 80	7,688 76	19 70	14,987 45	111 75	27 00	2,105 00	6 36	1,959 21	125 54	398 99	14,987 45
Hopkins.....	1,142 69	10,400 80	7,688 76	19 70	14,987 45	111 75	27 00	2,105 00	6 36	1,959 21	125 54	398 99	14,987 45
Jackson.....	505 86	2,510 76	7,008 76	12 23	14,987 45	353 78	27 00	2,105 00	6 36	1,959 21	125 54	398 99	14,987 45
Jasper.....	289 60	1,119 14	5,305 97	38 95	8,244 22	190 50	57 45	1,556 70	1,121 53	1,121 53	47 34	281 81	8,244 22
Jefferson.....	270 67	2,799 24	5,696 77	67 45	7,092 94	8 97	58 00	1,556 70	1,121 53	1,121 53	47 34	281 81	7,092 94
Jersey.....	470 67	3,115 82	6,696 77	15 00	6,400 73	65 78	58 00	1,556 70	1,121 53	1,121 53	47 34	281 81	6,400 73
Johnson.....	543 12	2,560 33	6,883 90	3 00	10,005 35	65 38	58 00	1,556 70	1,121 53	1,121 53	47 34	281 81	10,005 35
Jo Daviess.....	50 86	563 08	4,079 40	29 55	4,713 34	14 18	8 00	1,556 70	1,121 53	1,121 53	47 34	281 81	4,713 34
Kane.....	867 13	1,644 82	6,007 92	29 55	12,481 10	130 14	64 50	2,490 00	14 11 57	14 11 57	43 44	948 26	12,481 10
Kankakee.....	638 25	4,928 80	6,908 75	7 26	12,481 10	130 14	64 50	2,490 00	14 11 57	14 11 57	43 44	948 26	12,481 10
Kendall.....	137 77	1,657 64	8,349 42	14 98	10,360 73	201 27	16 75	1,945 25	2,061 94	2,061 94	17 84	146 87	10,360 73
Knox.....	328 69	3,581 52	13,573 07	45 98	7,371 71	189 04	30 80	1,535 25	5,430 75	5,430 75	17 84	146 87	13,573 07
Lake.....	338 91	2,869 55	5,031 25	10 34	31,978 85	696 56	79 54	3,805 00	24,979 69	24,979 69	1,429 29	324 92	31,978 85
LaSalle.....	1,063 86	10,018 08	5,266 43	198 09	4,154 53	199 56	57 71	2,565 00	3,143 24	3,143 24	4 33	105 56	4,154 53
Lawrence.....	182 63	3,387 76	6,052 29	2 22	9,433 19	68 32	65 32	1,895 00	2,492 61	2,492 61	55 00	548 68	9,433 19
Lee.....	952 72	16,007 72	10,138 45	2 22	9,433 19	68 32	65 32	1,895 00	2,492 61	2,492 61	55 00	548 68	9,433 19
Livingston.....	1,850 20	3,011 18	6,052 29	2 22	9,433 19	68 32	65 32	1,895 00	2,492 61	2,492 61	55 00	548 68	9,433 19
Logan.....	867 50	3,186 61	10,952 85	8 69	13,424 96	123 57	58 79	1,635 00	17,897 04	17,897 04	125 37	341 19	13,424 96
Macoupin.....	487 65	2,784 96	10,153 76	45 98	13,424 96	123 57	58 79	1,635 00	17,897 04	17,897 04	125 37	341 19	13,424 96
Madison.....	702 61	3,581 52	13,573 07	45 98	7,371 71	189 04	30 80	1,535 25	5,430 75	5,430 75	17 84	146 87	13,573 07
Marion.....	56 77	1,332 14	5,918 42	5 50	7,371 71	189 04	30 80	1,535 25	5,430 75	5,430 75	17 84	146 87	7,371 71
Marshall.....	485 88	2,017 15	3,023 78	97 98	6,150 65	14 89	38 63	1,057 00	2,507 06	2,507 06	200 53	752 41	6,150 65
Mason.....	683 29	2,272 47	3,023 78	171 11	6,150 65	14 89	38 63	1,057 00	2,507 06	2,507 06	200 53	752 41	6,150 65
Massac.....	96 30	886 64	3,049 23	11 34	4,043 51	63 70	10 00	1,540 00	3,940 70	3,940 70	55 11	429 60	4,043 51
McDonough.....	609 70	2,177 15	3,049 23	11 34	4,043 51	63 70	10 00	1,540 00	3,940 70	3,940 70	55 11	429 60	4,043 51
McHenry.....	99 46	4,052 25	5,011 52	52 37	8,870 13	86 84	72 61	1,205 00	6,690 26	6,690 26	40 21	571 46	8,870 13
McLean.....	339 97	13,678 58	14,430 80	320 69	2,227 60	104 96	12 61	1,690 00	1,132 99	1,132 99	151 35	75 69	2,227 60
Menard.....	802 97	1,530 72	3,725 64	150 00	5,719 23	415 60	38 69	935 00	3,164 61	3,164 61	16 35	258 15	5,719 23
Mercer.....	694 67	1,530 72	3,725 64	150 00	5,719 23	415 60	38 69	935 00	3,164 61	3,164 61	16 35	258 15	5,719 23
Monroe.....	152 42	1,331 74	2,941 44	8 01	4,463 61	40 18	94 97	1,145 00	3,130 10	3,130 10	67 75	948 19	4,463 61
Montgomery.....	563 51	4,217 34	7,919 27	42 00	12,742 12	191 75	61 00	1,905 00	9,660 51	9,660 51	14 71	340 89	12,742 12
Morgan.....	563 51	4,217 34	7,919 27	42 00	12,742 12	191 75	61 00	1,905 00	9,660 51	9,660 51	14 71	340 89	12,742 12
Moultrie.....	233 17	2,717 48	6,973 30	70 07	10,327 27	296 25	18 01	1,740 00	2,982 73	2,982 73	125 00	406 71	10,327 27
Ogle.....	640 82	2,842 96	3,004 10	11 00	4,060 23	61 60	42 96	2,439 50	21,805 57	21,805 57	96 06	168 22	21,805 57
Perry.....	376 01	2,586 17	16,286 17	2 60	10,042 52	104 94	45 96	2,439 50	21,805 57	21,805 57	96 06	168 22	10,042 52
Pike.....	86 20	2,356 08	4,253 25	5 16	5,060 69	178 08	30 45	1,265 00	3,010 76	3,010 76	8 00	132 81	5,060 69
Platt.....	388 65	2,867 08	3,373 81	113 52	6,187 64	42 19	18 32	1,265 00	3,010 76	3,010 76	8 00	132 81	6,187 64
Pope.....	115 51	2,807 05	3,449 92	132 27	10,966 96	106 02	18 00	1,265 00	3,010 76	3,010 76	8 00	132 81	10,966 96
Pulaski.....	296 00	3,449 92	3,449 92	14 37	3,367 12	64 03	5 00	615 00	8,788 60	8,788 60	18 30	242 00	3,367 12
Putnam.....	122 52	1,122 52	5,170 88	23 75	6,221 63	78 95	69 00	660 00	2,451 69	2,451 69	17 56	436 50	6,221 63
Randolph.....	576 13	1,412 57	6,208 80	23 75	6,221 63	78 95	69 00	660 00	2,451 69	2,451 69	17 56	436 50	6,221 63



## Summary for 1900—Continued.

TABLE IV.—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Balance of distributable funds on hand July 1, 1899.....	Income of township fund received during the year	Received from county superintendents.....	From other sources.....	Total—sum of columns 1-4.....	Incidental expenses of treasurers and trustees.	Paid for publishing annual statement.....	Compensation of treasurers.....	Added to principal of township fund.....	Distributed to districts...	Other expenditures of these funds.....	Balance on hand, cash held for distribution June 30, 1900.....	Total—columns 6-12.....
Richland.....	333 78	1,000 82	2,863 32	3 00	4,287 92	46 40	30 94	842 02	15 00	3,049 42	298 08	304 14	4,287 92
Rock Island.....	3,934 46	2,033 09	9,732 96	3 00	15,703 41	123 11	48 17	1,552 45	.....	9,668 95	.....	4,142 65	15,703 41
Saline.....	1,167 27	603 38	4,884 28	24 75	5,679 08	76 36	32 07	653 41	.....	4,628 58	44 13	145 13	5,679 08
Sangamon.....	1,312 22	2,885 80	14,466 09	242 57	18,906 68	155 35	57 40	2,280 30	.....	15,648 56	220 81	644 26	18,906 68
Schuyler.....	347 35	2,049 29	3,622 78	.....	6,019 52	25 71	6 00	915 97	.....	4,737 96	.....	330 88	6,019 52
Scott.....	136 76	717 57	2,312 03	.....	3,166 36	58 79	5 00	791 11	.....	2,167 48	18 00	125 98	3,166 36
Shelby.....	361 03	8,300 19	8,300 19	1,244 15	12,240 89	112 91	89 50	1,345 00	.....	9,170 17	102 02	1,420 79	12,240 89
Stark.....	401 35	1,700 09	1,433 70	.....	3,535 11	7 84	64 45	825 00	.....	2,111 33	.....	636 49	3,535 11
St. Clair.....	3,394 39	3,943 55	17,822 48	41 25	25,201 67	108 99	269 41	4,135 00	.....	17,327 84	281 25	3,079 18	25,201 67
Stephenson.....	545 53	2,180 15	6,164 55	.....	8,893 23	53 67	38 65	1,384 25	.....	7,177 69	1 41	237 56	8,893 23
Tazewell.....	1,595 14	4,500 19	7,628 46	5 00	13,728 79	131 03	65 91	2,050 00	.....	10,384 77	28 44	1,038 64	13,728 79
Union.....	70 12	635 76	5,616 50	.....	6,222 38	20 38	30 65	990 00	.....	5,050 05	.....	131 30	6,222 38
Vermilion.....	931 32	8,290 76	12,594 25	13 50	21,709 83	128 06	135 26	2,607 50	.....	17,736 15	223 38	889 48	21,709 83
Wabash.....	140 00	700 21	2,822 63	100 36	3,763 20	23 07	13 35	541 16	.....	2,988 35	.....	246 77	3,763 20
Warren.....	367 37	1,423 69	4,244 00	4,135 77	10,155 83	39 98	36 56	1,127 00	.....	8,552 53	64 17	335 59	10,155 83
Washington.....	140 80	1,423 69	4,760 63	.....	6,225 62	57 59	41 25	960 00	.....	5,097 06	.....	169 12	6,225 62
Wayne.....	502 58	1,956 65	6,306 79	.....	8,766 02	84 82	39 08	1,237 93	.....	6,810 48	41 39	552 32	8,766 02
White.....	643 53	921 28	6,508 20	169 25	8,241 27	22 76	47 00	1,411 16	108 57	6,861 90	24 00	271 89	8,241 27
Whiteside.....	1,603 93	10,939 19	6,895 98	2 40	19,441 50	205 40	54 72	2,550 00	101 50	15,890 01	20 80	1,119 07	19,441 50
Will.....	6,622 94	6,622 94	15,812 75	50	24,243 65	153 83	72 24	2,763 33	.....	19,396 43	120 00	1,737 82	24,243 65
Williamson.....	1,105 06	635 85	6,134 57	.....	6,775 01	26 99	14 00	674 17	27 23	5,930 77	10 10	1,017 01	6,775 01
Winnebago.....	543 70	1,770 25	8,490 57	48 65	10,843 17	66 36	34 45	1,169 50	.....	8,997 06	14 75	607 37	10,843 17
Woodford.....	706 29	3,236 31	4,817 28	55 92	9,105 80	135 22	41 45	1,419 61	.....	6,337 69	279 92	891 88	9,105 80
Totals.....	287,578 59	900,183 94	925,285 67	10,267 20	2,103,315 40	11,198 77	\$5,460 08	\$153,775 37	\$1,698 01	\$1,543,522 77	\$9,281 81	\$78,418 59	\$2,103,315 40

*Summary for 1900—Continued.*

**TABLE V.—FINANCIAL STATISTICS, DISTRICT ACCOUNTS, RECEIPTS.**

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Balance reported on hand July 1, 1899.....	From distribution of trustees.....	Amount of special district taxes received.....	Loans of district funds paid in.....	Fees of pupils who paid tuition.....	From sale of school property.....	Amount received from district school bonds issued for building purposes.....	Amount received from treasurers of other townships.....	Fees of transferred pupils.....	Received from all other sources.....	Errors in township treasurers' reports of balances, 1899.....	Total amount received during the year ending June 30, 1900.....
Adams.....	32,343 07	14,532 04	155,601 70	3 00	\$1,175 75	\$26 79	\$6,245 20	\$1,311 98	66 35	1,545 20	.....	213,350 96
Alexander.....	6,605 51	3,216 04	37,896 53	152 65	45 50	5 90	400 00	5,289 35	557 68	153 69	9 57	45,316 11
Boone.....	23,044 83	2,463 06	34,157 73	.....	383 91	29 40	15,060 00	1,206 25	7 66	9,206 35	.....	64,446 91
Brown.....	9,922 57	1,673 07	24,640 83	.....	1,136 30	24 40	.....	1,060 72	.....	543 36	8 87	18,040 76
Bureau.....	53,466 56	2,371 00	121,912 38	.....	2,066 15	228 25	.....	2,060 72	8 87	761 36	16 48	197,040 16
Caboun.....	3,401 67	2,425 72	11,256 83	.....	36 90	676 00	860 00	2,400 00	24 00	253 25	.....	20,435 83
Cass.....	35,533 68	4,616 49	64,500 00	.....	1,719 21	117 42	2,300 00	2,010 50	.....	98 34	.....	111,044 78
Champaign.....	83,906 87	17,432 11	152,684 45	450 00	1,753 75	80 02	1,140 00	2,597 73	.....	103 81	.....	282,711 86
Christian.....	47,823 52	8,924 21	103,681 68	.....	1,082 71	296 12	2,750 00	4,244 81	23 91	1,749 78	36	169,423 02
Clark.....	15,247 59	5,406 26	42,601 72	.....	1,773 87	136 45	2,900 00	392 50	23 17	1,169 74	.....	66,696 31
Clay.....	7,856 48	4,856 26	31,813 38	36 25	139 47	135 40	846 00	453 38	6 20	1,533 35	107 79	47,996 61
Clinton.....	14,933 95	4,614 17	29,513 19	329 67	119 74	18 90	846 00	704 69	20 77	9,100 51	38 02	51,112 91
Coles.....	42,459 70	9,336 08	119,962 33	300 00	812 45	306 98	36,511 00	9,668 63	77 27	98,000 31	.....	218,723 19
Cook.....	1,147,217 62	784,738 04	7,611,274 23	49 15	6,711 35	6,711 35	154,043 43	9,668 63	20 77	539,571 20	.....	9,819,289 76
Crawford.....	16,432 40	4,622 03	37,107 17	447 15	132 50	7 11	1,200 00	216 43	2 64	539,571 20	.....	55,027 43
Cumberland.....	14,753 83	4,016 41	35,410 01	100 00	2,409 79	181 87	8,921 17	2,911 44	.....	9,000 00	825 15	173,639 36
DeKalb.....	36,967 68	7,196 94	114,946 34	.....	923 80	34 70	1,800 00	511 32	.....	30 50	.....	185,273 50
DeWitt.....	19,343 53	3,787 47	63,798 69	.....	741 80	43 90	1,800 00	2,545 36	35 27	483 36	64 00	96,719 71
Douglas.....	20,572 78	5,509 64	61,601 41	315 91	1,096 45	700 00	10,000 00	1,429 57	.....	2,918 36	.....	100,728 73
DuPage.....	32,396 74	3,983 64	104,563 00	.....	1,017 47	217 50	18,753 31	70 70	20 90	1,223 23	20 77	144,237 26
Edgar.....	8,221 78	7,501 43	17,362 41	12 30	123 25	20 50	.....	277 96	.....	1,09 39	.....	28,457 49
Edwards.....	21,506 82	2,628 70	33,336 82	205 00	197 00	39 14	3,382 00	277 96	20 02	36 00	112 48	60,657 43
Emmingsham.....	22,111 22	5,018 70	44,102 20	321 50	131 10	7 25	.....	1,126 67	30 47	11 19	.....	76,103 63
Fayette.....	30,936 55	6,741 25	55,972 64	1,085 00	865 65	43 25	1,484 06	181 09	28 01	372 44	.....	103,086 22
Franklin.....	7,941 59	4,277 17	25,062 93	.....	22 67	57 57	.....	249 89	.....	4 40	1 40	43,086 22</

Summary for 1900—Continued.  
TABLE V—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Balance reported on hand July 1, 1898.	From distribution of trust- tees	Amount of special district taxes received.	Loans of district funds paid in.	Fees of pupils who paid tuition.	From sale of school prop- erty.	Amount received from district school bonds is- sued for building pur- poses.	Amount received from treasurers of other townships.	Fees of transferred pu- pils.	Received from all other sources.	Errors in township treas- urers' reports of bal- ances, 1898.	Total amount received during the year ending June 30, 1899.
Fulton.....	44,829 31	10,538 32	134,994 90	.....	1,682 49	59 00	14,047 00	3,052 08	28 61	8,276 78	205 78	217,784 36
Gallatin.....	7,103 34	3,304 92	27,089 10	.....	8 80	53 92	163 00	2,234 90	45 06	12 50	.....	28,012 72
Greene.....	32,583 29	6,542 96	55,039 67	.....	1,570 56	6 40	1,015 00	680 81	112 58	253 34	.....	97,808 71
Grady.....	37,077 62	6,436 95	64,256 68	.....	998 60	71 56	500 00	1,982 96	120 32	223 36	.....	111,678 07
Hamilton.....	7,610 62	5,928 94	22,570 36	117 88	28 05	82 35	1,115 00	1,319 23	12 25	98 00	.....	37,221 87
Hancock.....	36,479 53	9,422 74	93,415 30	107 15	2,207 33	362 96	.....	1,722 48	.....	352 50	.....	143,569 99
Hardin.....	2,170 24	1,736 11	8,145 24	.....	.....	33 00	114 00	.....	.....	1,213 70	.....	13,413 29
Henderson.....	28,631 26	1,959 21	38,823 31	.....	211 42	16 64	600 00	2,419 79	64 89	2,224 45	.....	73,250 97
Henry.....	76,366 66	10,995 04	130,239 32	.....	946 84	26 90	200 00	1,968 28	771 02	2,282 24	.....	214,296 74
Idaho.....	87,186 27	16,326 10	117,624 15	892 55	1,559 94	972 33	6,500 00	3,060 00	95 91	1,586 71	.....	235,983 96
Jefferson.....	18,213 62	6,118 70	55,843 32	34 19	1,245 15	177 00	1,300 00	3,352 16	182 50	1,484 29	51 60	82,588 99
Jasper.....	10,218 88	5,620 80	30,100 05	879 20	39 25	201 77	2,140 00	675 98	.....	3,429 53	.....	51,361 09
Johnson.....	8,115 62	6,119 29	45,967 13	251 76	216 77	290 29	600 00	1,558 46	5 00	1,000 66	40 71	66,604 86
Jersey.....	15,279 28	4,364 33	28,499 70	.....	1,707 25	77 50	5,519 79	1,198 34	5 43	1,220 62	.....	51,274 95
JoDavies.....	32,061 89	7,084 95	55,845 39	.....	603 81	.....	.....	2,884 77	.....	1,000 66	.....	105,687 96
Johnston.....	4,725 43	4,219 84	22,390 56	307 39	15 35	12 50	.....	2,110 65	.....	15 00	.....	31,916 52
Kane.....	36,612 96	14,117 57	317,557 92	.....	3,296 00	272 26	7,653 65	3,746 65	.....	74,230 35	.....	457,527 36
Kanakee.....	34,905 95	10,136 75	99,060 01	.....	1,862 91	28 64	2,300 00	2,115 08	.....	439 98	362 37	150,621 69
Kendall.....	22,754 00	2,661 94	37,905 91	105 00	977 92	.....	.....	1,660 72	.....	61 56	.....	65,527 05
Knox.....	33,905 58	8,420 75	162,704 58	.....	2,590 25	117 49	100 00	2,341 46	.....	50 19	.....	232,132 94
Lake.....	55,808 22	2,401 51	117,443 05	.....	1,314 41	25 25	30,564 50	2,198 52	3,045 05	3,045 05	.....	193,572 60
LaSalle.....	108,104 55	24,979 69	237,254 51	25 00	2,549 74	384 50	17,564 50	3,968 90	3,735 67	3,735 67	.....	459,281 93
Lawrence.....	6,455 31	3,455 84	31,680 66	.....	438 77	588 60	500 00	3,344 65	.....	380 00	32 37	43,062 83
Lee.....	41,827 68	6,348 84	95,798 49	400 00	1,109 36	588 00	16,415 67	1,963 30	12 00	742 92	.....	164,852 16
Lewiston.....	80,622 27	20,247 72	142,971 18	.....	1,802 66	144 71	20,626 60	1,711 00	18 46	185 12	622 69	278,246 51
Loran.....	35,634 56	6,830 12	97,848 83	.....	708 65	27 75	3,310 00	765 39	.....	185 12	752 17	115,044 89
Macon.....	74,204 65	14,874 70	132,534 48	3,560 00	323 98	90 98	7,890 00	544 64	221 27	2,304 11	.....	229,959 80

Macompla.....	37,302.70	10,951.04	82,190.36	1,105.12	1,301.81	40.90	1,000.00	4,472.97	53.30	817.51	3,463.51	143,658.84
Madison.....	67,532.11	13,385.04	135,074.14	200.00	1,351.81	51.60	14,180.78	533.54	14.00	2,896.41	8,365.21	241,547.51
Marion.....	12,292.44	2,924.03	45,623.40	289.35	697.94	124.75	1,081.69	729.25	25.00	1,804.61	7.16	72,535.45
Marshall.....	29,479.39	4,597.04	54,079.10	.....	697.94	53.50	.....	560.95	8.45	43.02	10.55	79,981.79
Mason.....	3,316.22	1,058.71	27,185.10	453.84	173.13	53.50	1,653.91	2,105.98	6.56	16.81	.....	93,618.15
Massena.....	53,316.22	7,590.24	77,076.60	.....	158.60	13.90	1,600.00	1,017.90	66.87	39.00	2.81	138,572.88
McDonough.....	48,270.62	7,590.24	76,309.90	.....	598.60	13.90	.....	1,017.90	66.87	39.00	.....	140,246.08
McHenry.....	98,469.90	25,276.84	252,531.61	499.63	2,430.59	211.74	4,510.00	2,734.05	57.10	8,964.44	75.27	387,233.75
McLean.....	30,200.00	4,600.00	47,611.79	180.10	1,338.03	44.05	1,200.00	1,083.60	1.50	99.00	9.60	73,202.81
Menard.....	35,717.76	2,809.51	58,129.03	12.00	1,338.03	44.05	1,200.00	1,083.60	1.50	99.00	9.60	100,647.41
Monroe.....	52,682.69	7,977.78	75,377.63	.....	1,654.47	478.32	2,700.55	3,823.81	15.75	2,134.60	36.19	152,709.57
Montgomery.....	94,563.72	15,001.54	107,191.70	100.00	768.29	39.15	2,700.55	173.62	18.75	8,081.58	199.60	215,659.76
Morgan.....	15,001.54	3,572.25	102,361.05	167.00	2,145.74	152.64	1,750.00	3,823.81	6.60	3,081.58	.....	53,110.41
Moultrie.....	92,988.88	21,805.57	357,155.47	184,162.00	1,386.98	137.13	1,750.00	173.62	18.75	2,134.60	36.19	182,632.90
Ogle.....	13,046.86	3,710.76	34,293.24	82.90	1,386.98	137.13	2,000.00	2,455.03	15.37	823.05	.....	57,617.54
Perry.....	35,243.93	5,538.89	84,492.82	1,549.72	1,386.98	137.13	4,500.00	4,453.99	65.92	626.97	34.32	140,746.67
Pike.....	30,123.92	8,022.59	80,465.06	1,345.02	1,148.37	52.55	11,700.00	4,453.99	65.92	823.64	1.00	128,075.92
Pope.....	6,562.91	2,710.18	13,946.00	417.60	1,117.75	9.00	.....	4,090.75	20.00	543.59	.....	25,174.32
Potlaski.....	8,020.68	1,164.05	20,507.03	.....	13.83	.....	650.00	10.64	4.98	215.00	.....	25,200.43
Randolph.....	14,749.34	5,741.74	46,062.43	30.25	409.96	4.98	1,833.34	530.85	20.40	673.85	.....	70,792.41
Richland.....	15,988.56	3,339.36	28,771.43	33.57	1,176.55	10.60	1,833.34	173.15	4.50	19.60	183.92	38,749.15
Rock Island.....	47,540.90	9,558.49	174,469.50	.....	1,458.27	32.00	35,057.00	2,332.79	6.00	59,240.46	1,001.00	331,577.38
Saline.....	6,751.62	4,843.01	33,201.13	82.90	1,458.27	32.00	7,531.00	4,258.50	17.32	8,609.40	215.58	314,906.66
Sangamon.....	57,002.83	15,176.38	217,475.25	385.16	1,128.68	13.75	2,100.00	661.03	17.32	8,609.40	215.58	60,253.21
Schuyler.....	13,616.63	4,699.69	37,639.04	.....	254.92	13.75	.....	94.54	.....	8,720.44	103.01	52,310.50
Scott.....	31,460.27	8,621.34	70,967.84	53.05	501.55	138.20	700.23	1,410.56	73.81	114,279.30	.....	76,149.35
Shelby.....	28,438.13	2,111.33	38,198.93	.....	698.34	540.04	4,409.46	1,621.94	157.78	740.70	.....	405,252.57
St. Clair.....	54,930.79	7,625.53	286,676.30	430.00	1,898.26	25.35	12,720.00	3,273.14	.....	659.30	3.82	130,781.13
Stephenson.....	56,575.23	9,693.22	65,574.01	1,200.00	1,898.26	25.35	24,677.50	3,338.56	72.58	137,623.45	.....	69,832.76
Tazewell.....	37,739.25	5,640.05	105,920.83	62.90	1,458.27	32.00	2,960.00	230.84	4.95	4,000.00	118.17	137,623.45
Union.....	21,978.94	5,640.05	35,104.88	.....	1,458.27	32.00	5,465.00	549.71	316.47	107.99	.....	294,962.56
Vermilion.....	75,139.01	19,817.32	192,594.11	.....	958.43	204.62	2,221.33	1,732.60	105.80	1,438.61	25.01	42,201.27
Wabash.....	9,681.92	2,813.15	28,613.25	7,500.00	36.30	316.71	.....	1,438.61	14.50	1,401.07	1.00	172,604.28
Warren.....	65,565.69	8,552.53	83,215.46	589.82	988.00	33.11	2,135.53	3,028.77	61.16	35.35	80.82	69,832.76
Washington.....	12,224.39	5,296.97	28,969.58	35.55	988.00	51.00	3,400.00	2,822.02	.....	443.60	493.06	75,552.28
Wayne.....	13,792.00	43,358.73	51,125.09	363.58	268.32	3.05	3,400.00	2,804.50	.....	263.13	42.86	197,587.66
White.....	15,663.47	6,600.07	43,125.09	3,846.90	1,105.27	362.82	6,872.50	4,109.90	.....	15,962.57	4.75	374,489.60
Whiteville.....	54,540.52	15,278.66	116,180.15	9,600.00	1,938.90	54.06	6,872.50	4,109.90	4.80	123,513.00	729.58	401,931.96
Will.....	87,945.49	5,990.43	239,804.51	140.00	2,620.46	241.38	1,000.00	2,534.31	15.80	407.00	2.20	104,946.32
Willi.....	102,120.83	5,897.06	32,729.49	.....	1,639.07	25.00	.....	.....	.....	.....	.....	.....
Williamson.....	11,980.83	8,907.77	161,086.00	525.00	1,639.07	25.00	.....	.....	.....	.....	.....	.....
Winnebago.....	35,953.13	8,281.04	57,479.57	.....	1,639.07	25.00	.....	.....	.....	.....	.....	.....
Woodford.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	84,585,741.81	\$1,543,622.77	\$15,909,436.67	\$227,863.70	\$100,459.96	\$21,557.54	\$500,769.14	\$146,723.40	\$4,022.71	\$497,243.03	\$19,649.79	\$23,637,010.42

## Summary for 1900—Continued.

TABLE VI.—FINANCIAL STATISTICS—DISTRICT ACCOUNTS—EXPENDITURES.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Amount paid to male teachers in graded schools .....	Amount paid to male teachers in ungraded schools .....	Amount paid to female teachers in graded schools .....	Amount paid to female teachers in ungraded schools .....	Whole amount paid teachers .....	Paid for new school houses built and purchased .....	Amount paid for school sites and grounds .....	Amount paid for repairs and improvements .....	Amount paid for school furniture .....	Amount paid for school apparatus .....	Amount paid for books for poor children .....	Amount paid for books for district libraries....
Adams.....	\$17,726 96	\$17,673 22	\$85,908 02	\$20,005 50	\$114,313 70	\$4,822 50	\$2,890 15	\$5,705 65	\$1,131 01	\$1,109 48	\$456 48	\$344 35
Alexander.....	5,096 42	2,665 13	14,588 71	4,201 41	26,641 67	473 42	66 90	1,637 09	705 13	277 46	1 00	58 73
Bond.....	5,534 20	8,672 92	7,561 62	6,795 15	28,563 89	462 27	66 90	1,361 26	254 53	543 77	66 00	78 48
Boone.....	4,423 24	2,772 82	16,814 75	14,147 19	38,168 00	7,734 50	1,550 00	1,958 31	549 98	62 74	11 75	93 87
Brown.....	1,940 00	7,031 18	4,194 45	6,889 66	20,055 29	1,988 14	492 00	7,618 28	2,361 24	2,591 89	56 20	184 60
Bureau.....	19,859 05	10,084 28	30,965 95	34,771 28	95,240 51	1,988 14	492 00	7,618 28	2,361 24	2,591 89	56 20	184 60
Calhoun.....	8,629 16	5,801 76	1,126 62	2,464 48	10,022 02	5,000 00	492 00	3,413 42	910 08	490 70	60 84	142 86
Carroll.....	5,556 16	5,813 22	18,391 48	16,378 96	49,139 82	432 85	183 00	2,802 36	720 26	1,629 50	60 84	165 04
Cass.....	5,929 29	5,045 84	13,863 20	13,338 67	38,177 00	475 00	183 00	9,886 46	1,555 30	1,629 50	29 80	356 15
Champaign.....	24,181 22	25,061 34	36,600 57	37,663 77	123,506 90	3,769 42	6 50	9,302 93	1,954 49	1,653 12	29 80	296 21
Christian.....	15,387 75	25,941 30	24,014 36	12,820 74	78,164 15	2,674 02	6 85	3,273 45	465 34	45 90	9 00	110 86
Clark.....	5,793 84	7,947 75	7,947 75	7,815 31	34,077 82	1,633 25	10 00	3,402 28	490 81	256 53	9 00	285 46
Clay.....	5,186 03	11,186 67	4,520 44	6,615 74	27,116 69	969 75	37 00	1,301 80	636 53	205 00	55 41	7 97
Clinton.....	5,852 97	5,844 44	5,844 44	13,913 82	68,983 25	90,326 06	37 00	3,621 80	1,410 58	307 31	23,212 57	468 47
Coles.....	5,890 64	19,611 31	26,477 98	34,453 53	806,138 23	90,102 91	102 91	452,163 70	14,085 81	7,358 03	201 28	12 50
Cook.....	792,666 11	12,345 91	6,076 63	6,251 22	32,471 68	590 92	20 16	1,703 49	374 42	201 28	164 18	43 68
Crawford.....	4,642 11	9,788 92	4,194 15	8,138 11	26,963 29	3,525 35	355 00	2,026 24	1,471 79	471 42	33 70	175 00
Cumberland.....	16,896 20	7,015 23	32,061 58	29,196 09	84,859 10	3,091 89	20 16	3,439 89	1,924 42	536 96	21 22	45 60
DeKalb.....	5,756 86	11,433 84	16,210 50	13,742 19	47,143 41	4,090 75	1,216 75	2,801 31	1,224 46	224 45	5 40	142 08
Douglas.....	7,458 54	10,914 63	14,389 42	12,960 85	45,763 44	1,055 00	2,725 00	3,638 04	1,729 69	434 03	5 40	280 11
DuPage.....	13,784 63	3,794 75	35,216 96	15,378 55	68,174 89	19,044 52	1,015 00	3,638 04	1,729 69	434 03	5 40	280 11
Edgar.....	10,735 36	14,911 43	20,633 03	18,864 61	65,174 43	19,044 52	1,015 00	3,638 04	1,729 69	434 03	5 40	280 11
Edwards.....	3,708 09	5,205 18	3,836 98	4,059 96	16,810 21	100 00	164 00	1,569 89	294 39	222 20	83 70	35 30
Effingham.....	6,629 42	5,842 97	6,196 08	4,232 29	26,300 76	100 00	164 00	1,569 89	294 39	222 20	83 70	35 30
Fayette.....	7,662 76	15,817 57	5,922 65	5,207 92	37,680 90	3,456 08	4 00	3,159 89	1,300 62	588 01	696 42	103 27
Ford.....	5,180 90	7,971 02	14,846 84	17,489 01	48,487 77	3,456 08	4 00	5,730 65	1,928 21	696 42	696 42	103 27

Franklin.....	1,645 01	15,454 85	2,429 30	2,146 20	21,674 93	1,985 65	141 00	1,321 13	736 20	594 09	.....	43 50
Fulton.....	12,115 03	17,493 27	35,714 90	25,483 57	96,805 23	1,974 63	700 00	5,201 49	1,260 06	991 60	.....	111 20
Greene.....	9,152 33	8,976 27	4,674 52	4,181 51	21,066 23	1,985 30	86 15	1,165 66	757 70	326 53	23 06	30 00
Grundy.....	9,506 37	13,165 20	14,422 45	11,689 38	52,656 51	2,097 91	.....	3,204 50	477 30	788 00	40 51	198 65
Hamilton.....	10,206 49	3,177 91	21,033 63	19,238 58	52,656 51	2,097 91	70 00	1,084 39	1,085 21	56 00	.....	4 58
Hancock.....	3,142 01	13,964 38	1,915 63	2,219 34	20,241 36	1,097 50	125 50	4,268 33	1,075 92	945 76	32 23	39 60
Hardin.....	15,209 00	15,944 76	16,565 36	26,289 38	74,177 87	13,099 25	.....	2,866 83	78 26	.....	.....	16 35
Hardy.....	3,531 74	6,578 15	6,498 47	1,117 91	7,434 53	612 55	.....	2,965 75	669 45	181 33	168 58	401 19
Henry.....	15,170 97	6,612 15	35,960 92	36,957 22	92,266 76	8,009 49	175 00	9,197 49	2,749 43	2,316 05	.....	255 61
Iroquois.....	17,873 19	17,873 19	20,547 64	8,169 59	95,404 67	19,307 51	193 50	1,763 91	1,268 13	1,036 37	135 65	783 43
Jackson.....	14,516 92	13,988 56	16,761 79	4,668 89	46,605 15	1,757 57	153 50	7,763 91	1,453 16	670 09	.....	235 95
Jasper.....	2,946 65	18,507 32	7,068 30	7,444 17	35,280 94	3,948 90	200 20	1,614 67	623 12	326 01	3 20	18 75
Jefferson.....	2,596 65	18,507 32	7,068 30	7,444 17	35,280 94	3,948 90	200 20	1,614 67	623 12	326 01	3 20	18 75
Jersey.....	7,140 00	6,054 85	6,188 75	5,253 42	27,632 24	11,327 56	687 05	1,180 46	742 58	31 95	.....	15 50
JoDavies.....	8,072 53	2,969 50	14,277 49	2,287 75	44,734 24	11,327 56	15 00	980 57	479 69	769 53	.....	1 75
Johnson.....	4,683 70	11,864 27	2,761 81	2,287 75	21,517 56	45,236 37	200 00	7,163 95	2,742 35	676 56	157 60	1,677 54
Kane.....	30,943 20	3,406 53	23,280 50	26,352 30	106,544 67	614 25	.....	2,207 27	1,067 28	1,665 30	.....	1,264 43
Kankakee.....	12,083 26	5,465 26	29,665 25	13,903 91	71,238 53	614 25	.....	8,539 57	1,268 53	365 53	23 23	96 07
Kendall.....	4,293 66	9,002 93	46,965 31	30,582 77	106,544 67	12,298 05	15 00	15,569 20	5,960 31	3,101 76	16 55	198 40
Knox.....	14,924 26	7,760 54	40,216 30	49,022 58	221,267 96	472 30	.....	1,651 76	3,968 08	99 22	.....	241 55
LaSalle.....	48,676 41	16,669 13	106,569 79	4,198 95	35,954 84	3,144 84	.....	5,086 42	1,351 55	2,865 10	.....	100 50
Lee.....	12,524 43	8,424 49	22,325 03	51,494 80	114,848 04	15,199 19	80 00	9,977 34	1,901 14	589 95	17 60	646 53
Livingston.....	15,682 50	17,676 09	80,594 65	23,242 08	74,968 37	2,021 69	75 00	5,169 64	1,793 65	327 36	34 25	206 77
Logan.....	12,598 80	13,016 24	26,131 25	20,880 85	104,191 63	2,666 96	376 50	13,365 56	1,277 22	773 59	133 13	178 55
Macon.....	14,945 31	20,159 81	24,276 13	18,584 39	72,491 87	1,341 44	2,500 00	4,249 68	961 69	1,249 51	9 76	113 58
Macoupin.....	13,519 04	16,111 81	24,276 13	18,584 39	72,491 87	1,341 44	2,500 00	4,249 68	961 69	1,249 51	9 76	113 58
Madison.....	21,404 04	18,747 44	48,332 22	14,860 41	103,344 11	9,364 44	15 00	7,909 13	1,730 96	335 98	.....	70 12
Marion.....	6,777 41	9,196 84	19,354 42	10,395 59	45,724 26	1,230 45	.....	2,396 67	548 10	31 80	9 04	.....
Marshall.....	7,094 52	5,949 34	14,252 34	14,226 55	41,523 45	925 00	50 00	2,475 33	451 76	279 16	.....	161 41
Mason.....	6,599 97	13,568 14	11,396 15	12,092 84	43,597 10	925 00	50 00	2,843 88	565 53	217 65	10 39	407 43
Massac.....	3,374 41	3,941 29	6,895 44	4,297 47	15,468 61	75 75	650 00	2,595 57	836 96	247 76	.....	20 00
McDonough.....	9,451 80	12,506 28	19,561 71	20,207 49	61,757 38	854 00	375 97	2,595 57	836 96	247 76	.....	449 98
McHenry.....	10,910 30	6,853 44	26,940 23	19,822 03	63,404 99	26,303 83	1,078 64	15,979 82	516 06	1,491 37	14 53	237 68
McLean.....	25,186 54	20,555 62	71,091 52	51,942 22	189,238 56	26,303 83	1,078 64	15,979 82	516 06	1,491 37	14 53	237 68
McNard.....	6,306 18	7,611 56	12,991 52	7,374 68	34,194 31	1,183 10	25 00	2,615 98	682 17	442 38	8 25	191 68
Merce.....	9,171 66	5,577 18	14,396 16	18,609 29	47,754 28	2,435 26	25 00	2,743 67	1,049 23	361 20	.....	38 67
Monroe.....	5,127 55	11,280 82	3,207 70	4,619 09	24,355 26	2,624 00	275 00	2,400 18	1,154 15	154 15	100 00	112 67
Montgomery.....	11,506 96	15,348 38	35,831 15	13,295 51	56,196 74	30,864 95	531 52	3,421 03	639 17	388 82	.....	120 00
Morgan.....	12,151 82	16,859 98	35,831 15	13,295 51	56,196 74	30,864 95	531 52	3,421 03	639 17	388 82	.....	120 00
Moultrie.....	4,577 95	13,718 29	6,095 94	7,862 39	35,057 57	2,435 96	1,170 15	6,765 61	2,277 22	383 13	6 25	307 52
Ogle.....	13,945 85	8,524 00	22,092 96	33,671 34	79,743 67	21,860 74	200 00	6,616 50	574 77	516 37	.....	60 00
Peoria.....	35,820 86	6,127 04	131,615 96	29,256 38	295,183 52	53,860 00	.....	29,394 38	6,632 06	169 59	.....	91 01
Perry.....	6,820 86	7,963 53	28,755 12	28,755 12	53,860 00	53,860 00	.....	1,980 30	3,632 86	280 59	.....	28 90
Pike.....	13,773 22	15,420 76	15,420 76	15,420 76	53,860 00	53,860 00	.....	4,089 68	3,994 80	196 26	19 96	64 42
Platt.....	9,772 07	17,079 97	17,079 97	8,192 05	62,884 74	545 84	73 00	304 19	279 24	357 56	.....	120 90
Pope.....	1,825 70	9,533 77	1,253 75	3,192 05	15,681 60	545 84	73 00	304 19	279 24	357 56	.....	60 15
Pulaski.....	3,220 86	4,964 66	4,783 91	3,192 05	15,681 60	545 84	73 00	304 19	279 24	357 56	.....	60 15
Putnam.....	1,855 00	2,740 50	2,035 00	5,707 00	13,357 50	.....	.....	1,249 07	218 49	95 00	.....	11 42
Randolph.....	8,330 00	8,153 20	11,983 25	11,189 33	39,536 78	1,287 19	.....	4,064 09	458 52	91 49	5 00	34 89

## Summary for 1900—Continued.

TABLE VI.—FINANCIAL STATISTICS—DISTRICT ACCOUNTS—EXPENDITURES.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12
	Amount paid to male teachers in graded schools .....	Amount paid to male teachers in ungraded schools .....	Amount paid to female teachers in graded schools .....	Amount paid to female teachers in ungraded schools .....	Whole amount paid teachers .....	Paid for new school houses built and purchased .....	Amount paid for school sites and grounds.....	Amount paid for repairs and improvements.....	Amount paid for school furniture .....	Amount paid for school apparatus .....	Amount paid for books for poor children .....	Amount paid for books for district libraries....
Richland.....	\$3,070.84	\$7,503.54	\$7,488.10	\$5,409.88	\$23,052.36	\$57,840.15	\$10.00	\$1,557.89	\$507.40	\$60.96	.....	\$122.00
Rock Island...	23,973.41	16,546.79	81,170.71	14,346.79	127,037.35	\$57,840.15	550.00	8,132.64	2,353.36	1,313.52	\$131.65	1,027.23
Saline.....	5,506.29	16,546.79	5,389.58	14,346.79	127,037.35	10,770.63	40.00	1,104.45	3,704.31	423.44	.....	.....
Wagoner.....	34,822.88	28,082.71	78,273.60	24,704.79	102,978.39	10,770.63	2,975.00	11,727.71	3,015.57	383.40	52.40	109.45
Cherokee.....	5,052.14	6,860.84	7,523.65	10,400.71	22,976.85	1,710.34	10.00	1,155.13	291.83	53.44	23.60	44.00
Schuyler.....	7,376.65	6,840.64	7,003.97	6,639.72	22,976.85	.....	300.00	2,457.48	1,752.31	96.27	.....	.....
McCurtain.....	7,144.82	23,444.97	12,983.13	15,707.47	29,690.60	2,306.87	1,350.00	4,555.82	1,252.83	250.37	10.40	70.11
LeFlore.....	4,887.75	5,498.54	7,573.33	15,707.47	29,690.60	6,133.14	500.00	1,180.06	1,239.63	212.97	.....	29.10
Adair.....	53,097.62	26,707.13	83,045.97	11,815.24	170,723.91	1,751.00	500.00	13,728.39	3,192.67	501.98	.....	8.00
St. Clair.....	10,549.75	12,572.08	94,421.45	19,820.45	70,342.73	3,041.50	4,400.00	11,825.31	1,318.49	731.36	.....	250.37
LeFlore.....	13,135.03	11,585.40	31,442.60	22,346.45	75,695.79	3,041.50	40.00	6,321.55	1,501.27	404.31	92.26	135.00
Lawrence.....	4,651.23	12,003.32	7,505.12	26,341.78	141,251.44	25,250.06	478.88	11,552.14	1,401.28	558.92	1.70	306.83
Union.....	30,580.56	27,093.81	55,233.45	25,620.00	70,713.45	25,250.06	.....	3,440.49	1,407.35	420.15	.....	31.14
Terrell.....	2,803.19	8,544.73	6,769.59	25,620.00	60,340.73	25,250.06	.....	1,407.35	1,407.35	1,674.04	.....	12.17
Washita.....	5,716.01	10,644.72	18,341.91	7,071.70	26,413.61	25,250.06	.....	1,407.35	1,407.35	1,674.04	.....	12.17
Washington.....	5,369.04	8,544.73	5,550.45	5,759.03	41,354.92	1,407.35	50.00	2,259.21	212.21	330.91	.....	10.00
White.....	6,295.06	17,603.25	5,273.75	5,759.03	41,354.92	1,407.35	50.00	2,259.21	212.21	330.91	6.85	192.00
White.....	11,202.31	17,603.25	36,831.20	25,787.84	90,651.96	2,774.51	100.00	8,252.52	2,891.91	2,437.06	.....	438.96
White.....	15,780.18	17,603.25	76,729.15	37,781.91	14,909.82	58,579.10	10,160.41	14,589.68	2,891.91	2,437.06	.....	500.00
Will.....	24,244.85	7,053.91	76,729.15	37,781.91	14,909.82	58,579.10	10,160.41	14,589.68	2,891.91	2,437.06	3.45	10.25
Will.....	5,202.30	1,680.63	5,909.07	3,268.34	28,029.24	6,821.68	10.00	1,450.21	1,508.24	472.43	.....	10.25
Winnebago.....	12,100.45	4,871.42	68,023.52	20,711.64	105,727.03	36,882.88	25.00	3,728.46	912.57	1,500.15	384.80	79.35
Woodford.....	7,910.31	10,191.82	12,710.07	15,978.69	50,750.89	.....	.....	.....	.....	.....	.....	.....
Totals .....	\$1,880,393.49	\$1,163,990.58	\$6,783,030.86	\$1,588,577.14	\$11,415,902.07	\$1,613,705.42	\$134,373.79	\$921,974.59	\$129,159.66	\$95,114.94	\$25,953.53	\$23,425.07





## Summary for 1900—Continued.

TABLE VI—Continued.

COUNTIES.															
	13	14	15	16	17	18	19	20	21	22	23	24			
	Amount paid for fuel and other incidental expenses.....	Paid clerks of district boards.....	Amount of interest paid on district bonds.....	Amount paid on principal of district bonds.....	Paid tuition of pupils transferred.....	Amount paid treasurers of other townships.....	All other expenditures...	Errors in township treasurers' reports of balance, 1899.....	Total expenditures for year ending June 30, 1900.....	Amount of loans of district funds.....	Balance on hand June 30, 1900.....	Total of expenditures, loans and balances.....			
Ford.....	6,810 47	333 15	973 89	2,231 00	26 51	205 58	36 38	.....	66,567 30	1,000 00	35,518 92	103,086 22			
Franklin.....	2,718 35	216 78	476 99	2,355 15	13 09	259 34	47 12	.....	32,633 31	.....	9,566 10	42,099 41			
Fullton.....	15,635 05	596 60	3,817 72	19,267 50	127 99	3,620 41	16,266 14	.....	166,405 92	.....	51,378 44	217,784 36			
Gallatin.....	3,035 18	248 66	690 96	2,765 08	45 06	36 86	418 38	1 02	30,870 63	100 00	7,042 09	38,012 72			
Greene.....	8,346 42	530 86	380 57	1,760 60	54 06	1,852 60	201 36	.....	66,528 36	.....	31,275 35	97,803 71			
Grundy.....	9,766 34	380 65	1,275 40	2,735 00	.....	1,865 73	4 91	.....	75,767 34	564 00	35,346 73	111,678 07			
Hamilton.....	2,944 82	262 44	1,00 26	3,020 00	.....	241 11	50 00	42 45	27,794 24	300 00	9,427 63	37,221 87			
Hancock.....	11,746 03	443 40	1,542 03	3,020 00	38 48	1,047 29	208 63	.....	111,844 87	.....	31,425 12	143,269 99			
Hardin.....	868 28	151 35	73 87	880 38	.....	.....	408 00	.....	10,297 85	50 00	3,064 44	13,412 29			
Henderson.....	3,618 47	182 53	212 76	7,034 00	24 47	2,653 25	40 18	.....	39,977 58	.....	33,273 39	73,250 97			
Henry.....	18,883 99	457 10	3,900 41	7,034 00	6 25	2,037 47	1,096 96	4 39	147,215 13	200 00	67,081 61	214,296 74			
Idaho.....	17,728 90	632 20	2,064 99	4,217 55	251 28	2,600 39	39 92	65	155,508 62	.....	80,285 34	235,793 96			
Jackson.....	8,089 13	278 25	1,140 69	3,450 00	173 25	3, 3	39 92	.....	63,853 09	.....	16,735 90	80,588 99			
Jasper.....	2,320 97	214 77	1,258 78	1,257 90	86 1	544 14	413 11	33 93	38,340 04	587 19	12,433 96	51,861 09			
Jefferson.....	5,655 60	166 10	1,190 08	3,179 85	19 92	1,452 24	11 83	.....	52,623 30	35 00	13,946 56	66,601 86			
Jersey.....	4,322 08	204 10	1,544 00	350 60	96 59	1,647 49	150 99	.....	36,162 32	.....	15,112 63	51,274 95			
Johnson.....	8,701 73	585 65	1,010 72	1,740 00	.....	2,919 23	1,091 66	67 63	78,269 59	.....	27,418 37	105,687 96			
Kane.....	2,259 47	223 25	16,389 09	19,000 00	.....	84 15	70,225 06	.....	27,219 74	254 00	4,412 78	31,616 52			
Kendall.....	47,314 48	1,747 60	16,693 09	19,000 00	.....	2,162 77	.....	527 73	409,888 56	.....	47,698 90	457,587 46			
Kendall.....	12,512 83	518 22	2,475 39	6,291 00	97 09	1,165 12	.....	.....	106,008 27	.....	44,613 42	150,621 69			
Kendall.....	6,165 86	146 50	672 00	2,860 00	.....	2,164 15	.....	.....	42,396 45	.....	23,160 57	65,557 05			
Knox.....	21,615 88	441 91	346 40	2,860 00	24 00	2,033 70	636 25	.....	158,378 42	.....	73,754 52	242,132 94			
Lake.....	19,666 93	267 05	2,369 80	2,200 00	.....	4,102 32	28 38	.....	130,788 54	.....	62,784 06	198,572 60			
LaSalle.....	46,885 49	1,251 32	5,545 91	8,200 00	66 10	2,738 11	2,039 57	.....	339,973 20	.....	122,308 73	450,281 93			
Lawrence.....	3,905 30	206 75	564 66	1,500 00	52 78	336 02	20 91	.....	35,335 57	162 65	7,564 61	43,002 53			
Lee.....	14,526 68	451 15	2,405 84	6,010 00	379 19	2,048 81	174 36	.....	107,978 66	.....	56,873 50	164,852 16			
Livingston.....	18,907 69	1,185 02	3,862 69	8,106 00	63 63	1,639 05	91 38	.....	171,156 65	.....	101,189 86	278,346 51			

Alison	4,919.42	247.34	3,841.54	2,350.08	453.89	581.94	1,000.02	148,177.37	119.00	69,882.53	228,959.58
Alison	6,716.02	345.02	998.04	1,100.00	4,621.45	114.73	2,005.97	100,878.87	1,200.00	41,924.85	143,458.94
Alison	6,515.75	257.30	1,445.82	3,034.00	6,717.77	22.96	7.05	62,129.29	437.75	55,923.91	143,547.51
McDonough	2,011.62	388.42	1,453.99	3,290.00	2,407.48	290.83	22.96	59,063.13		10,406.26	72,535.46
McDonough	10,841.37	268.40	1,453.99	3,290.00	1,171.90	18.35	45.28	82,643.02		23,114.06	79,951.79
McHenry	14,186.96	288.40	1,453.99	3,290.00	1,171.90	18.35	45.28	82,643.02		34,122.87	93,616.00
McLean	28,073.94	1,213.66	8,560.32	22,561.00	3,835.67	24.947.89	38.75	303,942.13	240.00	49,313.97	138,572.98
McLean	4,774.02	279.10	8,560.32	22,561.00	3,835.67	24.947.89	38.75	303,942.13	240.00	83,104.62	140,246.06
Merger	7,162.73	263.00	1,233.60	2,840.00	842.45	62.69		47,885.52		25,367.29	73,291.81
Monroe	2,631.07	171.85	1,178.15	2,840.00	1,259.24	17.64	12.59	32,887.21		36,004.70	102,110.40
Montgomery	31,281.74	463.63	1,765.44	7,290.30	3,460.61	115.33		122,185.37	205.00	19,122.19	50,647.91
Morgan	11,915.07	505.40	1,155.35	1,625.00	3,114.81	2,521.99		106,663.27		10,335.78	162,924.65
Morgan	6,396.48	190.12	849.83	3,300.00	2,783.69	652.00		58,421.54		108,996.49	215,659.79
Moutrie	14,640.63	495.40	1,425.99	3,170.00	3,960.60	435.90	25.52	134,184.05	1,500.00	17,957.73	75,709.57
Ogle	35,210.64	567.60	4,718.67	11,811.87	1,083.32	1,303.57		453,807.91		46,967.82	648,329.99
Perla	3,841.91	265.70	919.40	1,643.00	1,040.35	534.99		39,665.60		194,522.06	182,651.56
Perry	9,877.36	533.70	2,535.67	5,549.00	1,118.50	205.32	30.57	105,105.00	1,500.00	34,141.48	140,746.67
Pike	10,513.83	618.37	1,408.68	2,549.00	3,762.54	648.62		92,479.88	1,775.00	34,141.48	140,746.67
Pike	1,596.66	231.90	1,098.88	2,549.00	41.37	116.24		22,583.96	372.75	5,392.32	27,787.32
Pope	2,476.32	219.20	693.21	800.00	4.39	10.50		17,264.02		5,392.32	27,787.32
Pope	1,963.48	143.13	1,456.70	3,575.00	131.97	284.05		57,608.76		13,183.46	70,792.21
Potnam	6,229.29	429.00	2,830.30	5,005.80	79.75	9.65		31,905.33		13,183.46	70,792.21
Randolph	3,636.86	169.78	2,830.30	5,005.80	79.75	9.65		31,905.33		6,843.82	38,749.15
Richard	29,647.04	1,234.30	6,813.68	1,515.00	1,747.24	3,176.81	29.56	274,789.54	760.03	56,787.84	331,577.38
Rock Island	3,597.41	418.15	7,932.46	7,000.00	1,017.50	337.14		37,872.36		73,198.46	814,996.68
Saline	26,063.78	1,200.70	1,351.81	8,200.00	3,375.72	9,048.37		241,114.90	593.19	16,221.31	32,623.21
Sangamon	4,485.88	176.60	1,002.88	2,846.70	1,126.96	34.58		44,031.90		16,221.31	32,623.21
Schuyler	2,916.06	119.65	424.55	800.00	67.47	210.71	45.00	31,529.67		30,841.40	76,149.30
Scott	8,403.00	580.80	753.49	2,810.71	850.66	60.60		88,387.90	50.00	30,841.40	76,149.30
Scott	5,163.15	141.05	578.14	2,975.00	1,454.94	50.60		47,647.90		28,500.45	76,149.30
Stark	46,392.79	1,935.15	12,471.27	24,378.00	1,246.98	1,766.26		298,882.10	700.00	106,790.47	406,252.67
St Clair	17,028.12	647.69	1,643.98	4,500.00	2,638.24	316.26		139,070.51		46,650.21	190,791.12
St Clair	13,642.98	992.57	1,950.09	4,500.00	1,197.23	209.13	31.54	117,273.45	4,451.40	40,340.97	157,623.45
Stowell	4,959.56	323.40	784.50	2,300.00	2,411.88	23.97		40,463.24		28,184.27	69,647.51
Union	27,265.30	1,298.65	8,152.25	14,710.00	604.22	2,080.70		238,096.36		56,561.56	294,952.58
Union	2,552.62	128.65	487.17	1,310.00	44.75	59.01	25.00	118,211.12		14,012.38	172,604.26
Verber	13,717.98	142.17	2,620.00	2,210.00	1,652.21	8,220.00	96.19	35,429.06	18.49	54,029.75	69,877.30
Warren	3,060.37	379.55	653.14	3,064.86	3,887.56	200.01	1.11	52,044.15	25.00	17,763.58	69,877.30
Washington	4,001.30	692.46	878.93	3,065.00	3,996.56	194.00		56,368.61	290.00	18,023.75	85,582.78
Warrick	6,146.95	837.15	3,419.75	5,000.00	2,573.34	251.09	28.33	137,818.83	6,700.00	53,072.33	197,587.54
Warrick	18,321.88	1,571.50	7,854.50	4,177.86	5,088.16	17,434.77	2.13	239,719.52	2,800.00	77,950.77	374,489.60
Whiteside	31,321.04	1,521.60	4,774.50	2,729.90	2,272.73	20.00		47,032.41		10,800.60	57,842.01
Williamson	4,026.41	571.05	720.93	2,729.90	1,452.38	119,242.04		298,295.86	200.00	102,836.10	401,331.96
Williamson	25,303.95	1,544.17	1,363.18	4,000.00	1,452.38	151.29		71,917.61	550.00	32,378.68	104,846.32
Woodford	8,638.75	482.61	1,387.77	4,070.50	1,501.96						
Totals	\$1,963,019.95	\$105,148.35	\$298,704.68	\$569,976.22	\$992,791.01	\$83,455.45	\$16,167,219.32	\$41,550.82	\$5,425,240.29	\$23,637,010.42	

## Summary for 1900—Continued.

TABLE VII.—FINANCIAL STATISTICS—TOWNSHIP FUND, CASH ACCOUNT.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Cash on hand July 1, 1899, principal of township fund.....	Received from investments paid off.....	Received from real estate sold during the year	Additions by section 6, Art. XII, during the year	Cash additions from other sources.....	Total—Sum of 1-5	Loans or investments of township fund made during the year .....	Losses of cash..	Cash on hand June 30, 1900, principal of township fund..	Total—Sum of 7-9
Adams.....	\$4,276 27	\$6,820 90	\$324 09			\$11,421 26	\$7,180 00		\$4,241 26	\$11,421 26
Alexander.....	1,048 85	443 04				1,491 89	9,285 25	\$52 45	1,091 77	1,091 77
Bond.....	1,195 41	8,926 53				10,075 02	9,090 00		4,004 32	10,075 02
Boone.....	4,253 41	1,253 91				5,507 32	2,803 00		10,378 42	10,378 42
Brown.....	6,783 50	1,779 76				8,563 26	4,310 80		11,872 88	11,872 88
Bureau.....	6,741 48	7,577 00				14,318 48	7,577 00		17,895 48	17,895 48
Calhoun.....	1,141 48	527 90				1,669 38	1,333 90		1,333 90	1,333 90
Carroll.....	5,816 63	1,019 94	1,000 00			7,836 57	9,743 75		1,674 08	1,674 08
Cass.....	2,316 63	4,019 94				6,336 57	9,743 75		1,674 08	1,674 08
Champaign.....	2,352 55	40 13				2,392 68	9,743 75		1,674 08	1,674 08
Christian.....	5,712 42	8,305 00				14,017 42	9,743 75		1,674 08	1,674 08
Clark.....	7,117 16	3,483 00		\$75 00		10,675 16	9,743 75	75 00	1,674 08	1,674 08
Clay.....	847 88	3,483 00				4,330 88	9,743 75	62 00	1,674 08	1,674 08
Clinton.....	1,187 59	2,611 53				3,799 12	9,743 75		1,674 08	1,674 08
Coles.....	2,086 28	5,037 00				7,123 28	9,743 75		1,674 08	1,674 08
Cook.....	25,537 23	52,399 00				77,936 23	9,743 75		1,674 08	1,674 08
Crawford.....	340 88	2,892 92				3,233 80	9,743 75		1,674 08	1,674 08
Cambridge.....	8,876 27	14,706 25				23,582 52	9,743 75		1,674 08	1,674 08
Dewitt.....	1,508 51	2,892 92				4,401 43	9,743 75		1,674 08	1,674 08
Douglas.....	3,387 51	20,840 76				24,228 27	9,743 75		1,674 08	1,674 08
Dodge.....	1,670 31	8,608 00				10,278 31	9,743 75		1,674 08	1,674 08
DuBois.....	3,737 07	8,608 00				12,345 07	9,743 75		1,674 08	1,674 08
Edwards.....	1,086 96	1,270 91				2,357 87	9,743 75		1,674 08	1,674 08
Franklin.....	1,000 53	1,270 91				2,271 44	9,743 75		1,674 08	1,674 08
Payette.....	1,682 40	2,268 90				3,951 30	9,743 75		1,674 08	1,674 08
Ford.....	7,576 42	28,088 90	14,050 37			50,715 69	9,743 75		1,674 08	1,674 08
Franklin.....	7,576 42	28,088 90	14,050 37			50,715 69	9,743 75		1,674 08	1,674 08
Fulton.....	7,576 42	28,088 90	14,050 37			50,715 69	9,743 75		1,674 08	1,674 08
Galatin.....	1,086 00	7,027 69				8,113 69	9,743 75		1,674 08	1,674 08
Greene.....	1,086 00	7,027 69				8,113 69	9,743 75		1,674 08	1,674 08
Grundy.....	7,141 02	15,146 61				22,287 63	9,743 75		1,674 08	1,674 08

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PLATE XXV—OUTSIDE PLAIN AND UNATTRACTIVE, INSIDE CHARMING.  
TINTED WALLS.

Hamilton.....	537 44	3 157 95	.....	2 436 72	11 491 10	1 270 49	3 697 72
Hancock.....	4 969 90	12 994 40	.....	1 682 90	1 682 90	6 467 02	17 968 12
Hardin.....	56 54	2 613 53	.....	2 112 91	2 112 91	87 47	1 740 07
Henderson.....	801 45	2 813 20	.....	3 114 65	3 114 65	1 001 74	3 114 65
Henry.....	7 526 86	15 657 25	.....	23 190 47	23 190 47	9 111 76	23 190 47
Iroquois.....	45 905 25	45 905 25	.....	63 030 99	63 030 99	18 726 65	63 030 99
Jackson.....	17 114 38	45 905 25	.....	44 294 34	44 294 34	18 726 65	2 128 48
Jasper.....	560 79	1 406 95	.....	1 447 86	1 447 86	811 14	3 849 00
Jefferson.....	302 21	3 430 69	.....	3 537 86	3 537 86	296 09	1 004 96
Jersey.....	166 53	829 33	.....	706 60	706 60	5 656 09	14 324 34
Jo Davies.....	1 406 10	12 513 24	.....	1 024 34	1 024 34	8 927 87	14 963 31
Johnson.....	6 642 25	8 820 06	.....	6 034 44	6 034 44	76 32	501 98
Kane.....	156 30	345 68	.....	425 68	425 68	14 101 49	16 896 48
Kankakee.....	12 221 96	4 671 57	.....	2 795 00	2 795 00	11 432 91	25 294 36
Kendall.....	7 166 79	18 117 57	.....	13 851 45	13 851 45	2 988 48	8 998 48
Kendall.....	6 050 06	2 896 42	.....	6 960 00	6 960 00	5 537 37	13 629 17
Knox.....	6 427 73	7 201 44	.....	8 091 80	8 091 80	12 216 95	15 766 95
Lake.....	8 017 95	7 749 00	.....	3 550 00	3 550 00	24 656 06	42 806 06
LaSalle.....	16 794 69	25 311 37	.....	17 776 25	17 776 25	3 511 75	23 571 04
Lawrence.....	772 89	2 739 66	.....	3 098 76	3 098 76	12 994 87	80 963 77
Lee.....	12 827 39	11 043 65	.....	10 876 17	10 876 17	33 117 74	14 968 79
Livingston.....	22 041 11	58 937 31	.....	47 866 03	47 866 03	9 416 54	34 060 09
Logan.....	3 648 26	11 428 55	.....	7 014 30	7 014 30	4 205 86	12 669 03
Macoupin.....	3 561 56	27 428 25	.....	24 643 55	24 643 55	8 688 87	13 343 87
Madison.....	6 163 67	9 136 86	.....	8 431 17	8 431 17	1 001 97	15 349 53
Marion.....	6 230 83	7 113 04	.....	4 505 00	4 505 00	4 706 07	14 433 93
Marshall.....	292 68	2 717 05	.....	2 017 76	2 017 76	3 944 13	1 462 10
Marshall.....	10 767 18	4 581 65	.....	10 643 46	10 643 46	3 794 92	8 747 50
Massac.....	2 354 03	12 079 90	.....	10 455 90	10 455 90	12 351 33	21 351 33
Massac.....	259 50	977 60	.....	1 338 29	1 338 29	14 747 02	47 583 19
McDonough.....	3 170 04	5 100 85	.....	4 714 43	4 714 43	2 115 93	5 654 93
McHenry.....	12 970 33	8 371 00	.....	10 579 10	10 579 10	3 810 35	10 200 35
McLean.....	6 964 91	41 899 88	.....	33 066 17	33 066 17	2 608 47	3 581 57
Menard.....	2 199 16	3 379 40	.....	6 339 00	6 339 00	3 932 29	13 603 66
Menard.....	4 818 05	5 352 30	.....	6 390 00	6 390 00	7 709 66	15 494 04
Monroe.....	1 241 77	2 339 50	.....	9 973 10	9 973 10	405 22	18 096 00
Montgomery.....	3 844 47	9 739 19	.....	9 671 38	9 671 38	12 442 60	11 354 05
Morgan.....	7 179 64	8 314 40	.....	7 784 38	7 784 38	2 062 00	11 127 84
Moultrie.....	263 50	333 22	.....	181 50	181 50	4 230 74	8 651 53
Ogle.....	7 821 48	10 201 52	.....	596 72	596 72	29 78	556 18
Peoria.....	3 723 35	7 630 70	.....	6 645 40	6 645 40	12 442 60	18 096 00
Perry.....	2 007 66	2 765 55	.....	5 931 00	5 931 00	11 354 05	3 589 39
Pike.....	3 806 76	5 187 71	.....	9 045 84	9 045 84	2 062 00	11 127 84
Pike.....	162 56	341 10	.....	4 332 79	4 332 79	29 78	556 18
Putnam.....	299 60	910 00	.....	3 063 95	3 063 95	125 65	1 209 60
Putnam.....	1 786 61	4 474 50	.....	1 063 95	1 063 95	2 944 94	6 293 11
Randolph.....	1 007 02	3 206 94	.....	3 300 62	3 300 62	3 101 27	4 261 84
Richland.....	6 666 30	3 879 37	.....	1 150 57	1 150 57	1 275 40	4 560 67
Rock Island.....	3 603 43	6 082 69	.....	3 926 27	3 926 27	5 723 47	9 636 12
Rock Island.....	34 00	6 789 40	.....	3 690 88	3 690 88	162 52	523 40
Saline.....	6 803 82	6 251 42	.....	7 971 25	7 971 25	5 093 99	13 075 16
Sangamon.....	2 093 83	7 840 59	.....	9 016 42	9 016 42	4 918 00	9 934 42
Schnaylor.....	.....	.....	.....	.....	.....	.....	.....

## Summary for 1900—Continued.

TABLE VII—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Cash on hand July 1, 1899, prin- cipal of town- ship fund.....	Received from investments paid off.....	Received from real estate sold during the year	Additions by sec- tion 6, Art. XII, during the year	Cash additions from other sources .....	Total—Sum of 1-5	Loans or in- vestments of township fund made during the year.....	Losses of cash ..	Cash on hand June 30, 1900, principal of township fund..	Total—Sum of 7-9
Scott.....	\$2,459 18	\$1,800 00	.....	.....	\$226 66	\$4,259 18	\$2,332 80	.....	\$1,926 38	\$4,259 18
Shelby.....	2,070 37	4,127 96	.....	.....	.....	6,424 99	2,858 13	\$115 38	3,451 45	6,424 99
Stark.....	1,764 93	4,443 45	.....	.....	.....	6,208 38	4,490 00	.....	1,718 38	6,208 38
St. Clair.....	7,767 83	13,430 10	.....	.....	.....	21,197 93	10,343 48	.....	10,854 45	21,197 93
Stephenson.....	5,320 49	7,190 48	\$1,237 55	.....	.....	13,748 52	7,009 88	.....	6,738 64	13,748 52
Tazewell.....	13,061 02	12,805 12	.....	.....	.....	25,866 14	16,865 34	.....	9,000 80	25,866 14
Union.....	257 69	1,131 75	.....	.....	.....	1,389 44	611 00	.....	778 44	1,389 44
Vermillion.....	7,421 94	23,580 37	.....	.....	.....	31,002 31	22,065 99	334 38	8,601 94	31,002 31
Wabash.....	556 17	3,098 48	.....	48 00	.....	3,702 65	1,399 00	.....	2,303 65	3,702 65
Warren.....	1,411 67	1,619 45	.....	.....	.....	3,031 12	2,030 83	.....	1,000 29	3,031 12
Washington.....	1,858 92	3,744 88	.....	.....	.....	5,603 80	3,120 00	.....	2,483 80	5,603 80
Wayne.....	674 90	3,783 55	.....	.....	.....	4,458 45	3,745 37	1 58	711 50	4,458 45
White.....	868 10	1,508 59	.....	\$108 57	04	2,485 30	2,290 88	.....	204 42	2,485 30
Whiteside.....	18,712 05	40,208 29	.....	101 50	5 00	59,026 84	37,027 61	54 72	21,944 51	59,026 84
Will.....	12,236 63	29,306 04	.....	.....	01	41,542 68	25,595 00	.....	15,947 68	41,542 68
Williamson.....	122 15	861 52	.....	27 23	.....	1,010 90	821 80	125 00	64 10	1,010 90
Winnebago.....	10,665 56	5,338 48	.....	53 51	300 00	16,355 55	3,807 00	100 00	12,448 55	16,355 55
Woodford.....	5,554 47	14,581 84	.....	.....	500 00	20,636 31	14,398 63	.....	6,237 68	20,636 31
Total.....	\$456,381 39	\$925,809 35	\$18,884 51	\$1,714 03	\$13,820 17	\$1,416,609 45	\$949,753 87	\$1,877 82	\$564,977 76	\$1,416,609 45

## Summary for 1900—Continued.

TABLE VIII.—FINANCIAL STATISTICS, TOWNSHIP FUND, INVESTMENT ACCOUNT.

COUNTIES.							
	1	2	3	4	5	6	7
	Loans in force, bonds and real estate owned as reported July 1, 1899	Loans on personal security made during the year	Loans on real estate made during the year.	Bonds bought during the year	Value of real estate acquired during the year	Increase, if any, in value of investments and real estate	Total of columns 1-6....
Adams.....	\$39,551 29	\$2,050 00	\$5,120 00				\$46,731 29
Alexander.....	2,972 69	185 00	1,020 00			108 00	11,805 69
Bond.....	16,827 79	7,189 26	1,900 00				25,911 04
Boone.....	9,856 71	7,900 00	3,760 00				14,258 27
Brown.....	13,754 22	1,015 00	1,850 00				16,129 22
Bureau.....	53,138 24	1,710 80	2,400 00	\$200 00			57,747 14
Calhoun.....	12,768 78	1,278 00					20,048 78
Carroll.....	32,190 45	1,677 00				4 00	69,873 35
Cass.....	38,474 42	744 34	5,705 80				44,118 76
Champaign.....	172,696 53	21,685 74	4,490 00				217,880 28
Christian.....	15,810 95	2,983 10	11,115 00	1,950 00		3,400 00	44,118 76
Clark.....	13,778 20	2,767 42	4,250 00				50,824 95
Clay.....	23,909 46	1,754 90	778 86				23,322 57
Cline.....	26,508 08	1,685 52	2,270 00				32,442 86
Clinton.....	32,772 23	3,611 78	2,391 75	240 00			38,770 51
Coles.....	10,890 64	2,135 85	36,942 52	16,000 00			10,890 64
Cook.....	13,537 90	1,677 00	56,571 97				45,727 75
Crawford.....	18,939 80	1,677 00	1,130 00				21,756 77
Cumberland.....	57,102 80	2,254 68	1,130 00				72,334 48
DeKalb.....	21,814 19	1,550 00	13,440 00				72,334 48
DeWitt.....	64,987 03	1,593 65	13,355 00				84,697 68
Douglas.....	14,130 04	13,363 12	4,725 00	200 00			32,497 80
DuPage.....	46,837 03	2,849 90				1,940 02	48,633 18
Edward.....	16,148 30	1,247 80	1,745 70	600 00			19,741 80
Franklin.....	11,280 54	1,824 73	1,428 00				13,541 27
Franklin.....	23,168 79	1,635 87	665 00				31,469 44
Franklin.....	169,693 50	5,319 06	34,083 74			189 78	209,078 10
Ford.....	6,553 62	708 06	14 00	125 00			7,400 70
Franklin.....							



## Summary for 1900—Continued.

TABLE VIII.—Continued.

COUNTIES.	1	2	3	4	5	6	7
	Loans in force, bonds and real estate owned as reported July 1, 1898.	Loans on personal security made during the year.....	Loans on real estate made during the year.	Bonds bought during the year .....	Value of real estate acquired during the year	Increase, if any, in the value of investments and real estate.....	Total of columns 1-6....
Fulton.....	\$40,063 74	\$3,660 66	\$4,123 00				\$47,848 40
Gallatin.....	16,679 32	1,472 86	1,577 15				17,829 33
Greene.....	34,933 71	1,172 00	4,277 00			\$150 00	40,132 71
Grundy.....	48,541 63	1,923 00	12,825 00				62,289 63
Hamilton.....	27,711 60	1,376 72	1,060 00				30,148 32
Hancock.....	7,691 69	5,971 10	6,536 00				19,198 79
Hardin.....	6,169 82	1,346 00	1,176 00				8,691 82
Henderson.....	20,499 03	5,846 71	8,134 72				34,480 46
Henry.....	29,336 21	5,323 47	8,134 72				42,800 40
Iowa.....	142,638 51	15,720 45	28,073 85	\$300 00		795 00	184,528 81
Jackson.....	31,038 21	2,983 54	615 45	60 00		13 00	35,130 20
Jasper.....	42,080 21	2,983 54	615 45				45,680 20
Jefferson.....	40,970 60	3,121 26	5,537 00			15 00	49,643 86
Jersey.....	44,513 63	3,121 26	5,537 00				53,171 89
Johnson.....	31,312 63	2,522 30	300 00				34,135 93
Kadawash.....	77,535 09	2,456 68	6,060 77				86,052 54
Kandakee.....	16,536 41	1,450 00	4,500 00	1,300 00			23,796 41
Kendall.....	30,836 21	2,359 47	1,729 33				34,925 01
Knox.....	27,222 00	2,222 00	2,325 00				31,769 00
Laurens.....	150,038 27	1,062 36	10,160 00				161,260 63
Lea.....	16,735 97	1,840 31	1,359 45	1,500 00			19,435 73
Lawrence.....	59,442 11	1,231 08	5,645 17			32 76	70,351 12
Livingston.....	242,234 22	10,166 98	36,590 00	790 00			290,070 90
Madison.....	40,808 71	5,729 29	1,279 50				47,817 50
Manitou.....	141,995 34	5,490 03	16,213 50				163,708 87
Macoupin.....	43,279 14	4,993 66	2,439 13				50,711 93

Madison.....	54,793 41	725 00	3,790 00	.....	.....	.....	61,298 41
Marion.....	17,496 39	1,470 67	8,553 89	.....	.....	.....	19,614 45
Marshall.....	27,910 38	2,090 87	8,553 89	.....	.....	.....	38,153 79
Masson.....	31,910 36	2,188 94	8,570 00	.....	.....	.....	41,798 76
Massac.....	14,423 81	2,488 21	.....	.....	.....	125 00	15,982 10
McDonough.....	30,143 81	2,968 61	1,506 70	.....	.....	.....	30,953 52
McHenry.....	67,073 11	7,475 06	8,570 00	.....	.....	.....	75,653 21
McLean.....	20,622 40	5,551 12	2,471 06	.....	.....	.....	28,644 77
McLard.....	1,829 72	5,073 00	2,470 00	.....	.....	.....	14,705 72
McNee.....	2,384 19	3,980 59	1,839 41	.....	.....	.....	31,741 49
McNee.....	23,923 19	5,454 15	4,373 20	.....	.....	.....	34,081 60
McNee.....	33,323 84	1,664 35	5,030 00	.....	.....	.....	44,363 25
McNee.....	38,532 98	1,181 50	.....	.....	.....	.....	15,367 57
McNee.....	13,486 17	1,200 00	.....	.....	.....	.....	63,717 04
McNee.....	57,529 66	2,054 00	.....	.....	.....	.....	138,213 06
McNee.....	132,812 26	1,098 82	.....	.....	.....	.....	158,524 16
McNee.....	37,038 76	1,043 02	.....	.....	.....	.....	45,082 46
McNee.....	57,980 70	3,022 97	1,239 82	.....	.....	.....	62,238 49
McNee.....	13,111 97	526 41	.....	.....	.....	.....	16,638 37
McNee.....	11,538 40	538 96	.....	.....	.....	.....	12,927 32
McNee.....	15,306 37	2,290 00	.....	.....	.....	.....	21,604 96
McNee.....	25,430 66	603 64	.....	.....	.....	.....	26,640 62
McNee.....	16,400 04	1,524 00	.....	.....	.....	.....	19,686 31
McNee.....	30,515 28	1,901 65	.....	.....	.....	.....	34,417 93
McNee.....	7,982 65	1,600 88	.....	.....	.....	.....	8,643 53
McNee.....	39,984 71	3,367 00	.....	.....	.....	.....	48,583 70
McNee.....	30,914 46	1,607 35	.....	.....	.....	.....	35,930 86
McNee.....	10,706 22	1,747 80	.....	.....	.....	.....	13,039 02
McNee.....	34,826 44	1,577 13	.....	.....	.....	.....	37,684 57
McNee.....	29,235 49	1,150 00	.....	.....	.....	.....	33,725 49
McNee.....	57,172 20	3,615 10	.....	.....	.....	.....	67,515 69
McNee.....	36,870 87	2,434 88	.....	.....	.....	.....	44,033 21
McNee.....	69,998 50	2,055 00	.....	.....	.....	.....	86,963 64
McNee.....	9,116 65	486 00	.....	.....	.....	.....	9,727 65
McNee.....	108,066 75	12,490 69	.....	.....	.....	.....	130,132 74
McNee.....	10,673 76	589 00	.....	.....	.....	.....	12,072 76
McNee.....	21,219 59	1,538 15	.....	.....	.....	.....	23,097 74
McNee.....	24,124 62	2,960 10	.....	.....	.....	.....	27,254 62
McNee.....	28,350 64	2,745 37	.....	.....	.....	.....	32,056 01
McNee.....	14,304 21	1,155 86	.....	.....	.....	.....	16,555 09
McNee.....	157,073 36	4,627 00	.....	.....	.....	.....	224,100 97
McNee.....	112,448 69	4,920 00	.....	.....	.....	.....	138,043 68
McNee.....	8,118 24	741 30	.....	.....	.....	.....	8,940 14
McNee.....	28,809 00	1,157 00	.....	.....	.....	.....	32,616 00
McNee.....	55,604 31	7,249 63	.....	.....	.....	.....	70,002 94
Total.....	\$15,019,844 40	\$298,197 26	\$521,383 93	\$28,900 00	\$3,000 00	\$7,618 34	\$15,878,943 98

## Summary for 1900—Continued.

TABLE VIII—Continued.

COUNTIES.	8	9	10	11	12	13	14	15	16	17
	Loans on personal security paid off during the year or put into land.....	Loans on real estate paid off during the year or put into land..	School bonds paid off during the year.....	Real estate sold during the year.....	Depreciation in loans on real estate during the year.....	Depreciation in loans on personal security during the year.....	Depreciation in value of real estate held during the year.....	Total of columns 8—14..	Difference between columns 7 and 15, being the whole amount of investments to June 30, 1900.....	*Net increase or decrease—difference between 1 and 16.....
Adams.....	\$1,420 90	\$5,200 00	\$200 00	\$324 09				\$7,144 99	\$89,586 30	*\$35 01+
Alexander.....	250 08	33 00	100 00			\$174 53		617 61	10,688 08	715 38+
Bond.....	7,119 63	1,807 00						8,926 63	16,984 41	156 62+
Boone.....	2,288 91	2,075 00						4,363 91	9,894 36	236 09+
Brown.....	4,448 66	1,321 10						1,779 76	14,349 46	536 24+
Bureau.....	4,125 45	3,722 21						7,847 66	49,869 48	3,536 85+
Calhoun.....	477 50	50 00				14 90		542 40	19,506 38	290 40+
Carroll.....	3,080 14	8,060 50	200 00	1,000 00				12,379 64	57,493 71	4,996 74+
Cass.....	2,229 34	2,290 00	100 00					4,619 34	40,099 42	625 00+
Champaign.....	20,013 70	19,324 45	675 00					40,013 15	177,887 13	1,862 40+
Christian.....	1,861 00	6,944 00						8,805 00	52,019 05	1,862 40+
Clark.....	2,742 05	741 64						3,483 69	19,868 88	60 59+
Clay.....	2,036 19	1,317 90	6 50				163 05	3,523 73	28,919 13	990 33+
Climon.....	1,101 37	2,510 26						3,611 63	27,088 98	583 90+
Coles.....	4,778 79	1,188 77						5,967 56	32,838 19	65 97+
Cook.....	4,006 59	44,569 65						52,578 25	10,393,529 91	2,880 33+
Crawford.....	746 64	1,314 05	3,681 75					5,682 69	19,526 08	11 72+
Cumberland.....	2,451 23	841 69	200 00			70 00		3,462 92	18,871 56	68 24+
DeKalb.....	2,106 25	12,602 00	100 00					14,708 25	57,384 55	281 75+
Dewitt.....	608 43	1,823 50						2,431 93	21,538 16	276 03+
Douglas.....	14,879 70	5,471 06						20,350 76	63,346 84	1,640 19+
DuPage.....		800 00				283 60	100 00	1,183 60	15,239 58	1,109 54+
Edgar.....	2,555 51	911 00				50 40		3,516 91	46,145 02	207 97+
Edwards.....	777 30	1,972 31	521 00		\$37 50			3,808 11	15,833 78	314 61+
Effingham.....	736 20	842 00						1,578 20	11,963 07	682 53+
Fayette.....	1,803 00	960 00						2,763 00	28,896 44	272 85+
Ford.....	9,353 80	18,083 95	631 00	14,659 37				42,727 75	166,350 35	3,344 95+
Franklin.....	608 16		125 00		10 00	25 00		768 16	6,684 54	78 92+



## Summary for 1900—Continued.

TABLE VIII—Concluded.

COUNTIES.	8	9	10	11	12	13	14	15	16	17
	Loans on personal security paid off during the year or put into land.....	Loans on real estate paid off during the year or put into land.	School bonds paid off during the year.....	Real estate sold during the year .....	Depreciation in loans on real estate during the year.....	Depreciation in loans on personal security during the year.....	Depreciation in value of real estate held during the year.....	Total of columns 8-14.	Difference between columns 7 and 15, being whole amount of investments to June 30, 1900.....	* Net increase or decrease—difference between 1 and 16.....
Rock Island.....	3,161 08	1,071 50	1,799 51	.....	.....	100 00	.....	6,132 69	98,385 24	2,230 04—
Saline .....	3,389 40	4,400 00	.....	.....	.....	53 63	.....	6,843 03	7,500 50	182 15—
Saugamon.....	1,631 02	4,535 80	25 00	.....	.....	.....	.....	6,349 82	42,324 06	2,539 45+
Schuyler .....	2,184 21	4,054 80	.....	.....	97 62	.....	.....	7,860 59	28,930 29	2,534 17—
Scott .....	2,785 01	955 51	60 00	.....	.....	.....	.....	1,800 00	33,556 02	1,532 80+
Shelby .....	2,157 42	4,010 51	.....	.....	.....	.....	.....	4,171 96	33,556 01	1,269 65+
St. Clair.....	4,394 42	4,015 00	.....	.....	.....	.....	.....	18,436 10	24,085 58	10 60+
St. Joseph.....	1,760 00	2,470 55	8,300 00	.....	.....	.....	.....	18,436 10	31,405 18	3,089 02—
Stephenson.....	1,305 03	4,102 35	1,763 10	1,237 55	.....	200 00	.....	8,628 03	31,058 72	1,465 23—
Tazewell.....	4,739 10	7,842 32	439 50	.....	.....	.....	.....	12,805 12	4,490 29+	4,490 29+
Union.....	536 28	536 27	.....	.....	.....	.....	.....	1,191 75	8,595 92	1,529 72—
Vermilion.....	11,689 37	10,126 00	1,765 00	.....	.....	14 35	.....	23,504 72	106,538 02	1,529 72—
Wabash .....	2,056 30	1,000 53	32 65	.....	50 00	.....	.....	3,148 45	8,924 16	1,740 16—
Wadena.....	1,940 45	700 00	.....	.....	.....	.....	.....	2,730 45	20,367 29	1,552 30—
Washington.....	3,544 88	700 00	.....	.....	.....	50 00	.....	3,794 88	23,449 74	677 88—
White .....	2,465 42	1,131 13	157 00	.....	.....	179 21	.....	2,962 76	28,132 25	217 30—
White .....	4,066 77	1,615 00	306 82	.....	.....	286 00	.....	1,794 50	14,790 50	146 20+
White .....	6,384 29	1,287 50	1,287 50	.....	.....	.....	.....	40,208 29	183,862 68	3,180 64+
Will .....	7,457 57	21,091 22	817 00	.....	.....	.....	.....	29,366 04	108,737 61	3,711 01—
Will .....	4,00 10	.....	.....	.....	.....	.....	.....	.....	7,979 81	1,138 53—
Williamson.....	2,035 73	3,100 75	300 00	.....	.....	58 81	.....	5,336 48	27,279 52	1,529 45—
Winnebago.....	6,923 41	7,858 43	300 00	.....	.....	.....	.....	14,451 84	55,421 10	1,183 21—
Woodford.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals .....	\$302,936 25	\$528,139 49	\$35,844 61	\$18,884 51	\$195 12	\$4,201 31	\$908 08	\$950,509 97	\$14,928,433 96	\$81,410 44—

\* Increase is marked, +; decrease, —.

## Summary for 1900—Continued.

## IX.—FINANCIAL STATISTICS, TOWNSHIP FUND, BALANCE SHEET, DR.

	1	2	3	4	5
TIES.	Cash on hand July 1, 1899, principal of township fund.	Amount of notes, bonds and real estate held July 1, 1899.	Cash additions during the year.	Increase in value of investments and real estate.	Total of columns 1-4.
.....	\$4,276 27	\$39,551 29	.....	.....	\$43,827 56
.....	1,546 85	9,972 69	.....	\$106 00	11,627 54
.....	1,148 39	16,827 79	.....	.....	17,976 18
.....	4,237 41	9,658 27	.....	.....	13,895 68
.....	783 50	13,674 22	.....	.....	14,457 72
.....	6,741 56	53,436 34	.....	.....	60,177 90
.....	141 48	19,766 78	.....	4 00	19,912 26
.....	6,816 14	62,490 45	.....	.....	69,306 59
.....	2,116 63	39,474 42	86 00	.....	41,597 05
.....	6,352 55	179,699 53	60 00	3,400 00	189,512 08
.....	5,412 42	53,610 95	.....	.....	59,023 37
.....	747 16	19,778 29	75 00	.....	20,600 45
.....	847 88	29,909 46	.....	.....	30,757 34
.....	1,187 59	26,505 06	.....	.....	27,692 67
.....	2,696 28	32,772 22	.....	.....	35,468 50
.....	29,517 23	10,390,649 58	11,415 84	.....	10,431,582 65
.....	933 01	19,537 90	.....	.....	20,470 91
.....	340 88	18,939 90	.....	.....	19,280 68
.....	8,976 27	57,102 90	.....	.....	66,079 07
.....	1,595 51	21,814 19	.....	17 25	23,426 96
.....	2,387 55	64,987 03	.....	.....	67,354 58
.....	1,679 31	14,130 04	575 09	1,940 02	18,324 46
.....	3,757 07	45,937 03	81 35	.....	49,775 45
.....	1,086 96	16,148 39	.....	.....	17,234 35
.....	1,040 53	11,280 54	.....	.....	12,321 07
.....	682 40	29,168 79	41 99	189 78	30,063 96
.....	7,576 42	169,696 30	.....	.....	177,271 72
.....	245 03	6,555 62	22 36	.....	6,823 01
.....	7,309 16	40,063 74	101 00	.....	47,473 90
.....	756 00	15,879 33	.....	.....	16,635 33
.....	1,908 47	34,593 77	.....	150 00	36,652 24
.....	7,141 02	48,541 83	.....	.....	55,682 85
.....	537 44	27,271 90	2 33	.....	27,811 57
.....	4,958 90	78,591 89	4 76	.....	83,555 55
.....	86 54	5,169 92	.....	.....	5,256 46
.....	801 45	20,969 06	.....	.....	21,770 51
.....	7,526 86	99,376 34	6 36	.....	106,909 56
.....	17,114 38	149,263 61	1 39	725 00	167,104 38
.....	560 78	11,058 20	173 85	.....	11,792 83
.....	302 21	35,765 21	116 11	.....	36,183 53
.....	166 53	16,620 67	.....	13 43	16,800 63
.....	1,406 10	40,379 63	100 00	15 00	41,900 73
.....	6,642 25	44,553 03	.....	.....	51,195 28
.....	156 30	8,072 53	.....	.....	8,228 83
.....	12,221 98	31,212 65	.....	.....	43,434 63
.....	7,166 79	77,058 49	.....	.....	84,225 28
.....	6,050 06	16,550 37	.....	.....	22,600 43
.....	6,427 73	30,685 41	.....	.....	37,113 14
.....	8,017 95	39,689 24	.....	.....	47,707 19
.....	16,794 69	150,998 27	.....	.....	167,792 96
.....	772 09	16,788 97	.....	.....	17,561 06
.....	12,827 39	59,342 17	.....	32 76	72,202 32
.....	22,041 11	242,204 92	5 35	.....	264,251 38
.....	3,648 26	46,966 77	.....	.....	50,615 03
.....	6,561 56	141,096 94	72 28	.....	147,732 78
.....	3,163 67	42,379 14	30 00	.....	45,572 81
.....	6,230 83	56,793 41	.....	.....	63,024 24
.....	292 68	17,596 69	10 00	.....	17,899 37
.....	10,767 18	27,510 33	70	.....	38,278 21
.....	2,354 03	34,340 96	.....	.....	36,694 99
.....	259 50	10,623 81	125 00	2,000 00	13,008 31
.....	3,170 04	26,148 39	476 61	.....	29,795 04
.....	12,970 33	67,973 11	10 00	.....	80,953 44
.....	6,084 91	201,925 60	348 46	.....	208,358 91
.....	2,199 16	9,866 72	76 37	.....	12,142 25
.....	4,618 05	25,351 19	.....	.....	30,169 24
.....	1,241 77	23,923 50	.....	.....	25,165 27
.....	3,844 47	83,383 84	.....	.....	87,228 31

## Summary for 1900—Continued.

TABLE IX.—Concluded.

COUNTIES.	1	2	3	4	5
	Cash on hand July 1, 1899, principal of township fund.	Amount of notes, bonds and real estate held July 1, 1899.	Cash additions during the year.	Increase in value of investments and real estate.	Total of columns 1-4.
Morgan.....	\$7,179 64	\$38,582 86			\$45,762 50
Moultrie.....	253 50	12,466 17			12,719 67
Ogle.....	7,821 48	57,529 66			65,351 14
Peoria.....	3,723 35	132,312 29			136,035 64
Perry.....	773 84	13,014 26		\$10 00	13,796 10
Platt.....	2,007 66	37,036 76	\$135 08		39,179 50
Pike.....	3,308 78	57,890 70	08	105 00	61,304 52
Pope.....	182 58	13,111 97	32 50		13,327 05
Pulaski.....	299 60	11,838 40	5 00		12,143 00
Putnam.....	1,789 61	18,306 37			20,096 98
Randolph.....	1,007 02	25,490 05	35 86		26,532 95
Richland.....	666 30	16,400 04	15 00		17,081 34
Rock Island.....	3,603 43	30,515 28			34,118 71
Saline.....	34 00	7,982 65			8,016 65
Sangamon.....	6,803 82	39,984 71	9 92	627 74	47,426 19
Schuyler.....	2,093 83	30,914 46			33,008 29
Scott.....	2,459 18	10,706 22			13,165 40
Shelby.....	2,070 37	34,826 44	226 66		37,123 47
Stark.....	1,764 93	29,235 49			31,000 42
St. Clair.....	7,767 83	57,172 20			64,940 03
Stephenson.....	5,320 49	36,870 87		152 46	42,343 82
Tazewell.....	13,061 02	69,996 50			83,057 52
Union.....	257 69	9,116 65			9,374 34
Vermillion.....	7,421 94	108,066 75			115,488 69
Wabash.....	556 17	10,673 76	48 00		11,277 93
Warren.....	1,411 67	21,219 59			22,631 26
Washington.....	1,858 92	24,124 62			25,983 54
Wayne.....	674 90	28,350 64			29,025 54
White.....	868 10	14,304 21	108 61		15,280 92
Whiteside.....	18,712 05	187,073 36	106 50		205,891 91
Will.....	12,236 63	112,448 68	01		124,685 32
Williamson.....	122 15	8,118 34	27 23		8,267 72
Winnebago.....	10,665 56	28,809 00	353 51		39,828 07
Woodford.....	5,554 47	55,604 31	500 00		61,658 78
Totals.....	\$456,381 39	\$15,019,844 40	\$15,542 10	\$9,490 44	\$15,501,258 33





## Summary for 1900—Continued.

TABLE X.—Concluded.

COUNTIES.								
	1	2	3	4	5	6	7	8
	Value of notes on personal security June 30, 1900.....	Value of notes on real estate security June 30, 1900....	Amount of school bonds held June 30, 1900.....	Value of 16th section lands held June 30, 1900.....	Value of other lands held June 30, 1900..	Losses of cash belonging to principal of fund.....	Losses on investments and real estate during the year.....	Cash on hand belonging to principal of township fund June 30, 1900.
Gallatin.....	\$7,013 95	\$6,322 33	\$300 00	\$2,420 00	\$275 00	\$100 00	\$56 50	\$547 55
Greene.....	10,833 95	21,613 24	500 00	665 00	650 00		208 53	2,312 41
Grundy.....	11,835 35	35,002 87						5,311 63
Hamilton.....	16,845 75	9,394 67					15	5,311 63
Handcock.....	28,767 81	45,995 20	1,850 00		575 52	52		1,270 62
Hardin.....	13,768 89	1,464 10						5,467 62
Henderson.....	10,558 66	10,182 11						9,250 46
Henry.....	27,275 66	69,245 97						1,001 74
Iowa.....	27,275 66	69,245 97						9,270 51
Jackson.....	1,080 26	87,275 97	1,739 00	9,200 00	927 12		350 00	105,900 54
Jasper.....	25,377 80	3,895 55	300 00					18,733 55
Jefferson.....	14,310 17	2,657 95	84 80			13 03		16,868 06
Jersey.....	13,684 43	29,635 71	200 00	190 00	2,643 75		112 87	315 14
John Davies.....	18,080 98	23,043 35			1,137 15		267 24	294 35
Johnson.....	5,318 18	2,824 32					69 54	16,800 63
Kane.....	16,219 48	12,313 87	1,000 00					5,556 00
Kankakee.....	15,586 52	44,515 95	1,757 36					5,927 87
Kendall.....	5,350 14	14,361 81						76 32
Knox.....	10,272 90	13,874 56	1,458 71					14,101 45
LaSalle.....	16,013 24	13,374 00						11,422 91
Lawrence.....	43,407 64	73,502 14	4,200 00	20,737 12	542 40	373 81	300 00	22,656 00
Lea.....	18,491 05	40,191 00						12,216 95
Livingston.....	56,818 01	128,413 13	2,802 50	32,000 00	525 00		373 81	24,412 90
Loran.....	15,322 24	27,638 30			1,100 00			13,904 87
Macoupin.....	23,057 66	69,029 15	200 00	40,000 00				33,117 74
Madison.....	21,644 64	31,045 71	5,500 00		600 00	32 00	44 60	7,854 40
Marion.....	31,433 35	9,202 12			5,150 00			9,016 54
Marion.....	12,305 64				5,99 94			4,203 85
								5,335 97
								1,001 97
Total—sum of columns 1-8.....	\$16,635 33	\$16,635 33						

Marshall.....	12,467 85	20,604 29	200 00	2,000 00	500 00	34 00	64 00	4,795 07	26,278 21
Mason.....	15,015 62	16,887 24	2,055 00	2,000 00	600 00	.....	102 39	3,944 13	26,084 99
Massac.....	5,025 17	5,225 10	.....	.....	.....	.....	.....	12 31	12,026 21
McDonough.....	15,871 45	10,803 67	.....	.....	.....	246 15	86 86	8,754 22	37,185 04
McHenry.....	15,888 74	54,282 47	.....	.....	.....	.....	10 00	10,712 23	50,153 41
McLean.....	31,154 64	100,467 25	4,560 00	53,400 00	4,000 00	.....	.....	14,747 02	205,269 21
McQuard.....	4,690 82	5,335 50	.....	.....	.....	.....	.....	2,115 98	12,113 25
McRae.....	10,972 76	12,886 13	1,500 00	.....	1,000 00	.....	445 75	3,810 39	30,169 28
McRae.....	5,710 49	16,300 96	100 00	.....	.....	.....	.....	2,960 47	25,165 27
Montgomery.....	45,878 10	35,207 93	100 00	.....	2,110 00	.....	.....	3,862 28	87,228 21
Morgan.....	13,550 20	23,442 64	1,000 00	.....	.....	.....	.....	7,709 69	46,763 90
Mullins.....	7,610 48	4,703 97	.....	.....	.....	.....	.....	12,405 23	12,719 67
Ogle.....	13,021 70	39,136 84	565 00	90,000 00	185 00	.....	.....	12,443 60	136,851 14
Orin.....	14,223 71	24,389 88	2,000 00	.....	.....	01	.....	5,423 04	136,085 66
Perry.....	6,505 80	5,712 80	850 00	.....	.....	.....	.....	2,729 47	13,795 10
Pike.....	12,607 94	24,459 96	300 00	.....	165 00	28 00	175 20	2,063 00	39,179 90
Pope.....	32,251 21	24,064 37	12 80	.....	.....	.....	.....	4,298 74	61,804 52
Polaski.....	11,114 35	2,170 12	119 00	.....	99 25	.....	.....	129 79	13,327 05
Putnam.....	5,736 37	6,062 73	.....	.....	.....	17 65	.....	123 65	12,143 00
Randolph.....	7,704 87	9,427 62	1,500 00	.....	.....	.....	35 98	2,944 94	20,094 89
Richland.....	11,228 25	10,697 53	.....	.....	.....	.....	100 00	3,101 21	25,532 95
Rock Island.....	10,655 48	5,115 96	850 00	.....	.....	.....	63 63	1,215 40	17,061 34
Saline.....	5,346 40	2,454 10	.....	.....	1,840 00	9 92	.....	5,723 47	34,118 71
Sangamon.....	21,359 89	13,044 77	.....	.....	700 00	115 38	.....	5,093 99	47,426 19
Schuyler.....	11,459 01	16,651 28	100 00	.....	.....	.....	.....	4,919 00	13,163 40
Scott.....	5,562 06	4,876 96	.....	.....	.....	.....	.....	3,451 39	37,123 47
Shelby.....	24,685 67	8,870 94	.....	.....	5,700 00	.....	.....	10,138 32	61,040 42
Stark.....	3,656 15	23,629 89	.....	.....	.....	.....	.....	8,708 47	42,343 92
St. Clair.....	10,676 45	37,619 13	300 00	.....	.....	.....	200 00	9,598 47	58,059 52
Stephenson.....	10,269 28	24,865 40	850 00	.....	.....	.....	.....	9,709 50	8,978 34
Tasewell.....	23,943 27	49,259 15	.....	6,999 39	.....	334 38	14 35	8,670 44	115,488 69
Union.....	5,769 15	53,383 78	2,100 00	.....	.....	.....	50 00	2,303 43	11,271 98
Vermilion.....	43,459 85	4,083 59	.....	.....	.....	.....	.....	1,000 29	21,571 26
Wabash.....	4,735 99	5,023 10	.....	.....	.....	.....	.....	2,069 80	20,093 54
Warren.....	15,007 57	9,911 09	.....	.....	.....	1 58	179 21	2,711 50	15,290 92
Washington.....	15,131 58	9,911 09	.....	.....	.....	.....	286 00	204 43	205,681 91
Wayne.....	24,213 58	4,671 16	.....	.....	.....	54 72	.....	21,944 51	124,665 32
White.....	10,119 34	1,671 16	4,028 40	.....	879 78	.....	.....	15,917 08	8,297 72
Whiteside.....	21,031 40	187,052 98	1,500 00	.....	801 80	125 00	98 81	12,448 45	39,159 07
Will.....	5,219 76	2,510 08	400 00	.....	200 00	.....	.....	6,237 88	61,658 79
Williamson.....	1,075 07	16,298 74	.....	.....	.....	.....	.....	.....	.....
Winnebago.....	10,582 96	.....	.....	.....	.....	.....	.....	.....	.....
Woodford.....	27,727 52	27,493 58	.....	.....	.....	.....	.....	.....	.....
Total.....	\$1,672,532 01	\$3,379,103 25	\$306,492 05	\$7,915,383 84	\$1,656,196 49	\$1,877 92	\$1,705 11	\$564,977 76	\$15,501,258 33



Franklin	298 05	201 15	8 75	502 95	95 00	210 50	73 00
Fulton	1,470 44	914 27	31 50	2,416 21	365 98	4 58	
Gallatin	459 98	144 77		1,265 65	419 75	208 50	
Greene	817 01	1,377 44		2,213 95	137 72	245 74	
Grundy	941 07	1,809 09		2,650 16	96 48	16 64	
Hamilton	1,124 81	626 81		1,751 62	182 95	19 20	
Hancock	1,964 03	2,949 19	111 00	4,965 71	317 06	307 00	
Hardin	304 20	109 64		413 84	53 98	22 90	
Henderson	688 19	697 96		1,286 15	43 68	175 95	
Henry	1,789 46	4,228 85		6,016 31	175 18	410 95	
Iroquois	2,756 04	5,959 53	99 30	10,400 80	218 78	153 50	
Jackson	465 45	914 83		1,380 28	156 27	30 21	
Jasper	1,773 46	737 80		2,510 76	323 74	127 71	
Jefferson	979 49	139 65		1,119 14	182 33	381 25	
Jersey	911 69	1,764 84	21 00	2,739 24	180 05	135 90	3 75
JoDavies	1,177 77	1,351 56		2,560 33	77 28	470 00	7 00
Johnson	325 89	257 19		553 08	82 01	11 69	
Kane	895 66	812 15	134 00	1,644 82	84 68	63 56	
Kankakee	1,117 34	3,106 71	55 75	4,928 50	104 00	58 90	400 00
Kendall	501 45	643 60		1,145 25			
Knox	559 89	1,011 85	96 90	1,657 64	797 17	115 90	
Lake	1,194 42	1,175 13		2,369 55	116 52	118 05	
LaSalle	2,367 25	5,625 05	142 00	10,018 08	182 10	34 50	
Lawrence	751 00	245 15		999 15	79 63	44 59	
Lee	1,148 02	2,191 74		3,337 76	111 20		
Livingston	4,724 53	8,549 21	212 45	16,077 22	402 35	604 79	
Logan	1,064 86	1,856 30		3,011 15	49 80	204 14	
Macon	1,961 65	4,628 13	36 00	9,185 61	252 07	353 76	94 19
Macoupin	1,456 20	1,216 76		2,734 96	553 83	301 12	
Madison	842 10	2,169 19	298 00	3,551 54	99 81	132 00	6 25
Marion	959 82	418 69	12 00	1,392 14	245 46	69 24	
Marshall	914 03	1,103 12		2,017 15	147 50		
Massac	982 25	1,285 07	12 00	2,272 47	37 39	50 20	
McDonough	337 78	709 55	168 30	856 64	144 45	101 67	1 50
McHenry	1,407 76	2,693 19		4,092 25	178 78	36 05	
McLean	1,141 96	2,925 19		4,092 25	13 00	86 00	
Menard	2,427 37	7,062 57	143 84	13,578 58	164 00	182 00	5 25
Menard	459 75	256 31		746 05	64 56	17 50	
Merger	730 57	658 63	99 00	1,530 72	49 00	65 00	
Monroe	315 56	967 95	6 00	1,831 74	57 60	231 50	
Montgomery	3,005 23	1,234 11	7 00	4,217 34	844 85	1,523 21	
Morgan	653 90	2,093 58		2,717 43	694 73		
Moultrie	515 52	327 44		842 95	73 05		
Ogle	1,005 55	2,495 57	60 40	3,565 22	270 11	36 00	
Peoria	1,115 54	1,754 18	84 00	7,537 20	280 78	96 53	
Perry	440 30	1,371 25	49 50	2,747 05	225 55	241 04	
Pike	1,391 04	1,391 04		2,855 05	181 95	19 39	
Platt	1,453 09	1,453 09	18 00	2,947 59	523 30	580 40	
Pope	1,376 50	34 12	2 05	807 69	159 11	64 30	
Putnam	252 45	574 52	14 55	841 53	77 03	50 00	
Randolph	729 20	689 06		1,123 52			
		632 67	51 00	1,412 57	256 27	280 66	

## Summary for 1900—Continued.

TABLE XI—FINANCIAL STATISTICS—TOWNSHIP FUND—INCOME—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8
	Interest paid on personal security loans during the year.....	Interest paid on real estate loans during the year.....	Rents received from real estate during the year.....	Interest received during the year on bonds.	Total income—sum of columns 1-4.....	Interest past due and unpaid on personal security.....	Interest past due and unpaid on real estate loans.....	Rents past due and unpaid.....
Richland.....	\$710 08	\$920 74			\$1,090 82	\$218 23	\$80 36	
Rock Island.....	346 70	1,112 72		\$73 58	2,033 09	84 50	170 60	
Saline.....	324 94	1,084 44			2,503 28	44 25	45 70	
Sangamon.....	1,453 85	1,223 72		72 15	2,885 80	107 09	179 37	
Shelby.....	817 51	1,231 75	\$136 08		2,049 29	120 68	290 10	
St. Clair.....	315 20	1,358 62	40 75	6 00	2,717 57	107 08	19 13	
St. Louis.....	1,815 44	515 58			2,335 02	78 94	42 08	
St. Mary.....	97 94	1,612 12			1,700 06		7 00	
St. Charles.....	462 51	3,340 22			3,943 55	106 00	332 10	\$40 00
Stephenson.....	686 50	1,463 65	136 75	30 00	2,180 15	39 30	41 90	
Tazewell.....	1,757 20	2,685 87		57 63	4,500 19	287 44	26 75	
Union.....	1,488 22	2,147 54			3,635 76	44 87	67 00	
Vermilion.....	3,733 30	3,641 58	750 00	164 58	8,290 76	229 76	70 00	
Washington.....	3,886 94	3,313 27			7,200 21	76 23	21 00	
Wayne.....	1,028 93	381 76			1,408 69	379 90	52 34	
Winnebago.....	1,123 72	300 77			1,423 69	39 47	39 47	
White.....	1,651 63	250 77	14 25		1,956 65	313 74	65 20	
White.....	1,667 85	253 43			1,921 28	333 55	752 69	
Whiteside.....	1,417 05	9,184 55	100 00	237 50	10,939 19	383 85	474 00	
Will.....	2,067 27	4,414 99		140 88	6,622 94	294 85	39 33	
Willamson.....	343 57	1,191 81			1,535 38	127 92	31 32	
Winnebago.....	730 32	681 51	12 24	46 18	1,770 25	30 28		
Woodford.....	1,586 85	1,639 46			3,536 31	19 11		
Totals.....	\$117,431 56	\$208,176 26	\$561,086 66	\$13,489 46	\$900,183 94	\$19,708 59	\$16,090 10	\$25,675 97

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PLATE XXVI—GOING HOME FROM SCHOOL. (See page 52.)

## Summary for 1900—Continued.

TABLE XII.—GENERAL STATISTICS, SHOWING TAX LEVY, ESTIMATED VALUE OF SCHOOL PROPERTY AND AMOUNT OF BONDED SCHOOL DEBT.

COUNTIES.	1	2	3	4	5
	Amount of district tax levy for support of schools .....	Estimated value of school property .....	Estimated value of school libraries .....	Estimated value of school apparatus .....	Amount of bonded school debt .....
Adams .....	\$153,359 28	\$466,140	\$3,916	\$6,836	\$21,052 96
Alexander .....	44,994 09	164,985	2,030	2,296	45,400 00
Bond .....	36,725 50	77,695	1,533	3,085	21,395 00
Boone .....	58,727 59	166,300	1,555	3,510	42,450 00
Brown .....	24,123 96	62,350	670	2,547	12,000 00
Bureau .....	112,180 22	332,169	5,696	14,683	16,570 00
Calhoun .....	11,398 21	29,995	733	1,705	6,490 00
Carroll .....	64,968 70	195,225	4,661	6,820	21,000 00
Cass .....	52,155 12	149,245	3,070	3,709	16,890 00
Champaign .....	171,887 87	395,319	7,148	18,635	95,050 00
Christian .....	105,117 00	291,685	3,697	10,977	43,600 00
Clark .....	40,170 00	137,024	1,494	4,145	8,950 00
Clay .....	32,023 87	84,710	2,191	2,444	2,577 00
Clinton .....	31,074 00	60,600	766	2,973	7,640 00
Coles .....	112,452 00	290,000	3,794	7,537	51,450 00
Cook .....	7,753,761 78	24,641,532	195,062	96,025	2,422,650 00
Crawford .....	39,113 96	105,986	1,212	3,339	8,705 00
Cumberland .....	35,436 37	91,865	474	3,676	10,157 52
DeKalb .....	116,397 15	265,400	5,828	10,338	56,545 00
DeWitt .....	64,215 00	143,235	3,295	5,218	14,700 00
Douglas .....	60,648 00	141,202	3,643	7,124	18,550 00
DuPage .....	100,109 03	302,450	5,679	6,060	17,500 00
Edgar .....	86,666 00	207,030	1,892	7,335	37,290 00
Edwards .....	18,521 75	45,251	1,060	1,988	1,400 00
Effingham .....	31,328 00	95,230	1,022	2,110	8,500 00
Fayette .....	45,694 93	114,905	1,807	4,899	17,749 21
Ford .....	52,936 81	142,935	2,319	6,715	17,550 00
Franklin .....	24,650 74	48,475	622	3,147	8,175 00
Fulton .....	134,586 00	372,358	6,392	11,545	56,487 00
Gallatin .....	30,699 00	62,750	475	2,080	8,060 00
Greene .....	57,581 00	152,250	3,864	6,920	6,539 25
Grundy .....	60,770 00	153,104	3,375	5,599	19,040 00
Hamilton .....	21,552 00	47,635	450	2,196	1,615 00
Hancock .....	96,902 53	23,292	1,824	7,735	46,230 00
Hardin .....	7,904 50	17,625	318	882	607 00
Henderson .....	33,955 19	60,440	1,542	3,770	3,100 00
Henry .....	127,787 39	413,895	5,175	11,973	71,966 00
Iroquois .....	128,322 69	262,290	4,752	11,279	30,214 00
Jackson .....	63,928 36	135,362	2,069	7,107	29,379 55
Jasper .....	29,052 39	79,963	735	3,959	4,890 00
Jefferson .....	46,298 00	83,705	2,335	4,475	19,667 00
Jersey .....	29,480 00	98,425	944	4,489	10,900 00
Jo Daviess .....	57,912 61	174,889	4,476	7,332	17,637 00
Johnson .....	21,675 00	68,678	1,105	2,101	5,900 00
Kane .....	311,991 50	918,710	13,271	13,958	273,200 00
Kankakee .....	91,285 23	284,240	4,007	10,290	40,021 36
Kendall .....	39,477 50	99,550	1,776	2,945	10,600 00
Knox .....	149,728 43	463,395	10,401	11,060	2,863 71
Lake .....	113,714 68	310,529	4,628	9,282	69,856 00
LaSalle .....	299,618 40	646,690	12,009	27,843	131,925 00
Lawrence .....	30,220 00	84,580	1,493	4,105	11,400 00
Lee .....	92,216 88	289,955	4,954	10,706	48,319 00
Livingston .....	139,184 54	383,322	7,134	13,232	100,548 00
Logan .....	99,481 35	304,640	2,675	10,117	9,300 00
Macon .....	135,478 56	381,525	5,351	7,390	94,700 00
Macoupin .....	82,489 87	197,170	2,389	10,149	2,260 00
Madison .....	134,370 73	381,133	4,068	9,016	81,220 00
Marion .....	56,309 50	134,805	1,270	2,275	15,861 00
Marshall .....	56,447 40	135,055	2,903	5,341	16,300 00
Mason .....	51,458 64	144,530	2,316	5,846	4,290 00



## Summary for 1900—Continued.

TABLE XII.—Concluded.

COUNTIES.	1	2	3	4	5
	Amount of district tax levy for support of schools .....	Estimated value of school property.....	Estimated value of school libraries.....	Estimated value of school apparatus....	Amount of bonded school debt.....
Massac.....	\$23,385 00	\$54,510	\$925	\$2,825	\$23,050 00
McDonough.....	81,653 00	216,095	2,388	4,222	25,886 00
McHenry.....	84,503 67	303,209	6,239	9,754	18,150 00
McLean.....	187,572 51	745,279	9,969	7,742	34,312 00
Menard.....	45,171 51	109,875	2,453	4,145	10,900 00
Mercer.....	61,306 10	143,010	2,797	5,522	16,450 00
Monroe.....	29,408 00	60,346	456	2,284	4,095 00
Montgomery.....	79,150 00	240,105	2,195	4,940	39,025 00
Morgan.....	113,132 59	323,975	3,706	6,760	38,754 79
Moultrie.....	51,725 00	97,000	3,379	4,375	14,800 00
Ogle.....	102,207 98	282,037	4,423	8,537	33,645 00
Peoria.....	329,972 17	1,078,010	11,133	16,986	32,433 33
Perry.....	36,375 42	100,725	1,139	2,983	18,118 00
Platt.....	75,681 06	168,351	4,798	5,736	35,100 00
Pike.....	75,105 53	200,295	2,845	5,786	20,400 00
Pope.....	15,648 01	29,552	573	1,155	1,650 00
Pulaski.....	20,699 74	44,508	713	1,515	11,319 00
Putnam.....	14,955 70	32,525	814	2,290	500 00
Randolph.....	51,102 89	134,686	2,366	3,585	26,575 00
Richland.....	27,824 00	102,960	2,121	2,841	3,365 00
Rock Island.....	263,262 50	801,812	7,240	12,609	171,647 00
Saline.....	31,250 07	78,609	983	3,268	11,885 00
Sangamon.....	242,415 61	605,855	3,387	13,448	18,800 00
Schuyler.....	39,676 00	110,765	962	1,215	18,284 00
Scott.....	29,952 00	72,275	641	2,210	7,494 79
Shelby.....	75,174 83	184,196	2,765	5,616	11,060 50
Stark.....	36,910 27	123,200	1,890	3,693	11,061 00
St. Clair.....	307,164 15	898,901	7,409	15,306	229,350 00
Stephenson.....	93,453 28	337,650	3,248	5,965	50,260 00
Tazewell.....	101,884 22	327,335	4,550	9,198	11,475 00
Union.....	35,277 25	80,080	931	4,374	11,790 00
Vermilion.....	185,175 73	603,955	6,747	14,811	133,563 00
Wabash.....	26,403 41	66,479	1,561	2,545	5,640 00
Warren.....	80,514 44	107,010	2,628	6,206	57,200 00
Washington.....	29,924 21	74,110	965	1,969	13,532 50
Wayne.....	41,641 48	75,640	1,027	3,316	5,309 00
White.....	52,181 03	133,175	1,125	4,036	10,120 00
Whiteside.....	118,204 84	350,275	6,423	15,395	68,875 00
Will.....	280,706 12	734,115	6,180	16,965	11,755 32
Williamson.....	35,018 00	79,520	1,675	4,201	12,344 99
Winnebago.....	188,295 64	544,400	6,057	6,775	14,800 00
Woodford.....	67,699 00	140,175	2,529	5,791	1,400 00
Totals .....	\$15,771,380 50	\$46,012,029	\$535,530	\$768,630	\$5,564,929 55

## Summary for 1900—Continued.

TABLE XIII.—SHOWING EXAMINATION OF TEACHERS, SCHOOL VISITATION, COUNTY SUPERINTENDENTS' SERVICES, INSTITUTES, NUMBER OF DIFFERENT TEACHERS AND NUMBER OF SCHOOL SUPERINTENDENTS.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of different places where examinations were held during year	Whole number of examinations held during the year	No. of male applicants examined during the year	No. of female applicants examined during the year	Total number of applicants examined during the year	No. of first grade certificates issued to males	No. of second grade certificates issued to males	No. of first grade certificates issued to females	No. of second grade certificates issued to females	No. of male applicants rejected	No. of female applicants rejected	Total number rejected	No. of first grade certificates renewed during the year	No. of second grade certificates renewed during the year	No. of different schools visited during the year	No. of schools visited more than once during the year	No. of schools not visited at all during the year	No. of ungraded schools not visited during the year	Average No. of hours spent in each school
Adams	4	13	77	145	222	7	52	18	101	18	26	44	93	31	152	20	31	25	2
Alexander	3	5	21	38	79	1	20	2	49	20	9	9	42	4	51	51	...	...	3
Bond	1	3	58	103	161	...	38	...	61	...	40	60	11	37	77	37	...	...	3
Boone	3	23	13	73	86	2	9	3	56	2	14	16	10	37	72	72	1	1	8.5
Brown	1	17	21	46	67	4	15	6	39	2	1	3	3	17	64	50	...	...	4
Bureau	1	7	37	269	306	9	20	18	204	6	47	55	1	41	203	12	...	...	2.5
Calhoun	4	9	25	24	49	3	20	2	17	...	5	7	...	...	37	37	...	...	5
Carroll	7	15	25	57	82	1	17	8	36	7	13	20	12	87	109	65	...	...	1.5
Cass	2	6	18	73	91	8	10	16	31	...	26	26	7	29	70	12	...	...	1.5
Champaign	1	15	123	306	429	22	80	9	210	21	57	108	28	37	215	122	27	18	1.5
Christian	2	15	108	143	256	32	63	51	80	13	37	30	21	33	140	28	11	3	1.5
Clark	3	6	82	76	128	6	38	3	53	8	20	28	11	14	101	58	3	2	1.5
Clay	3	6	73	68	141	14	40	4	34	19	30	49	8	17	96	20	2	3	2
Cleburn	1	5	34	45	79	2	19	2	21	13	22	35	14	22	72	50	...	...	2
Clinton	1	15	35	179	274	10	53	60	65	30	54	84	125	20	125	20	11	10	3
Cook	3	15	95	576	669	...	53	...	204	42	372	412	61	722	233	933	829	...	1.5
Crawford	3	4	87	98	185	9	48	4	52	30	42	72	1	24	100	23	...	...	2
Cumberland	3	8	66	92	158	8	50	...	73	8	19	27	33	32	181	...	...	...	2.5
DeKalb	3	10	65	75	140	1	3	5	33	6	27	33	32	181	132	20	29	28	4
DeWitt	1	11	67	111	178	16	29	12	70	5	14	19	8	10	83	12	14	10	2
Douglas	1	11	67	111	178	16	29	12	70	5	14	19	8	10	83	12	14	10	2
DuPage	3	8	27	67	101	5	8	6	88	14	25	38	12	20	95	32	...	...	2.5
Edgar	3	5	34	67	101	5	25	4	55	3	9	12	17	113	88	5	57	57	3
Edwards	1	5	37	38	75	7	24	2	32	6	4	10	...	...	50	40	...	...	4
Effingham	1	11	52	58	110	13	32	12	42	4	7	11	1	3	83	75	1	1	3
Fayette	5	9	144	94	238	19	64	...	78	61	43	104	9	58	132	35	9	8	2
Ford	4	14	40	116	156	4	28	7	78	13	26	38	9	25	98	14	11	11	2.5

## Summary for 1900—Continued.

TABLE XIII.—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of different places where examinations were held during year	Whole number of examinations held during the year	No. of male applicants examined during the year	No. of female applicants examined during the year	Total number of applicants examined during the year	No. of first grade certificates issued to males	No. of second grade certificates issued to males	No. of first grade certificates issued to females	No. of second grade certificates issued to females	No. of male applicants rejected	No. of female applicants rejected	Total number rejected	No. of first grade certificates renewed during the year	No. of second grade certificates renewed during the year	No. of different schools visited during the year	No. of schools visited more than once during the year	No. of schools not visited at all during the year	No. of ungraded schools not visited during the year	Average No. of hours spent in each school
Franklin	1	5	150	37	187	12	61	...	21	77	16	93	...	15	89	41	1	1	3
Fulton	1	6	50	131	181	6	21	...	52	23	72	16	...	276	182	5	29	26	1.2
Gallatin	1	7	71	39	110	8	31	...	27	30	9	39	...	58	58	18	7	7	3
Greene	2	7	60	89	149	25	21	...	22	14	26	40	...	2	100	33	1	1	4
Grundy	1	13	45	250	295	6	21	...	105	18	128	146	...	4	101	48	1	1	2.5
Hamilton	1	1	4	96	142	16	66	...	31	16	13	29	...	13	87	30	1	1	3
Hancock	1	1	4	63	169	6	40	...	96	17	64	81	...	57	81	17	104	92	3
Hardin	2	6	30	20	50	4	24	...	10	6	3	8	...	...	33	22	1	1	4
Henderson	3	13	52	132	184	5	29	...	52	18	77	95	...	2	69	40	1	1	2
Henry	5	10	25	151	176	7	9	...	76	9	62	71	...	49	186	50	14	3	1.5
Iroquois	5	13	98	331	429	6	64	...	235	28	91	119	...	5	192	22	43	33	3
Jackson	2	4	71	88	159	15	42	...	18	13	13	31	...	9	125	8	4	3	3
Jasper	2	4	69	97	161	14	55	...	15	77	20	35	...	...	113	50	1	1	3
Jefferson	1	1	6	140	104	24	13	...	3	20	15	126	...	...	126	70	11	...	3
Jersey	1	8	20	30	50	4	14	...	2	30	2	10	...	31	71	30	...	...	4
Jo Daviess	4	12	16	32	48	5	7	...	2	15	11	16	...	20	166	124	30	...	2
Johnson	4	52	19	153	172	9	2	...	15	8	50	18	...	15	72	53	20	15	5
Kane	1	24	45	176	221	6	24	...	88	15	42	57	...	10	66	124	8	30	3
Kankakee	2	13	6	39	45	6	6	...	36	30	4	4	...	5	68	71	1	1	2
Kendall	3	13	26	165	191	7	7	...	46	19	112	131	...	42	189	188	...	...	2
Knox	1	5	29	127	156	8	11	...	14	10	70	80	...	42	137	116	...	...	5
Lake	3	13	29	127	156	8	11	...	14	10	70	80	...	42	137	116	...	...	2
LaSalle	1	8	44	171	215	3	29	...	11	12	22	39	...	64	269	250	58	24	1
Lawrence	3	6	89	68	157	18	54	...	10	36	17	22	...	39	78	62	...	...	7
Lee	2	14	12	27	39	1	4	...	2	7	3	26	...	26	160	164	62	62	1.2
Livingston	3	15	94	245	339	8	41	...	105	45	124	169	...	33	175	199	14	14	2
Logan	3	8	45	121	166	17	23	...	30	66	5	25	...	3	4	137	20	...	3
Macon	1	6	58	143	201	8	29	...	76	21	59	80	...	47	139	64	...	...	3

Macoupin.....	1	4	66	138	194	29	31	40	79	6	9	15	28	28	115	62	51	2.7	
Madison.....	1	6	92	246	338	23	35	10	175	24	61	70	107	8	113	16	4	2.7	
Marion.....	1	6	75	131	206	3	35	3	58	37	70	19	18	102	88	20	20	2.7	
Marshall.....	4	4	6	39	45	.....	.....	.....	23	3	8	16	19	3	98	20	20	2.7	
Mason.....	1	4	73	148	221	11	44	7	112	11	11	26	37	3	50	48	11	2.7	
Massac.....	1	4	18	33	51	5	11	5	15	3	6	9	10	5	143	37	11	1.5	
McDonough.....	2	2	56	203	259	10	35	5	137	9	63	72	6	10	140	30	30	1.5	
McHenry.....	1	17	41	209	250	12	28	3	199	31	168	159	.....	.....	227	15	50	2.5	
McLean.....	1	12	129	454	583	33	65	45	241	31	31	51	.....	.....	61	32	2	2.5	
Menard.....	1	7	56	111	167	12	24	11	69	20	31	42	48	15	78	57	35	2	
Merced.....	1	6	30	100	130	3	21	3	55	6	42	40	4	.....	124	44	1	2.5	
Monroe.....	1	4	46	35	81	.....	.....	.....	32	7	3	10	4	.....	124	44	1	2.5	
Montgomery.....	7	30	45	69	114	11	11	5	51	9	13	22	63	90	70	1	21	2.2	
Morgan.....	1	6	29	58	87	7	20	1	50	2	7	9	.....	.....	84	08	.....	2.2	
Montrie.....	2	4	44	77	121	10	28	24	48	13	28	41	.....	.....	174	59	4	2	
Ogle.....	2	20	20	109	129	1	9	13	55	11	40	51	32	165	166	30	4	4	
Perry.....	1	4	33	116	149	2	8	8	65	6	82	102	11	6	72	18	4	4	
Pike.....	2	9	117	204	321	7	93	1	141	17	62	79	.....	.....	102	38	.....	2.2	
Pope.....	1	6	104	218	322	12	66	25	104	26	89	115	6	31	155	2	14	1.2	
Pulaski.....	4	5	29	43	72	10	16	5	28	3	10	13	.....	.....	64	64	1	2.5	
Putnam.....	1	2	8	10	18	4	4	3	.....	.....	.....	.....	.....	.....	51	45	.....	2.5	
Randolph.....	1	4	38	94	132	6	22	9	50	12	33	45	14	22	34	34	.....	2.5	
Richland.....	1	12	26	42	68	2	11	1	21	14	19	33	22	66	87	48	.....	4	
Rock Island.....	1	5	31	105	136	11	19	7	75	1	23	24	37	219	119	25	3	4	
Saline.....	3	5	100	45	145	15	55	5	80	20	10	40	10	20	70	10	20	2.2	
Sangamon.....	1	4	110	229	339	15	93	3	164	12	62	64	1	23	175	10	9	2.2	
Schuyler.....	1	6	48	116	164	7	27	11	71	14	34	48	2	35	94	50	.....	2.2	
Scott.....	1	1	17	36	53	3	9	1	23	5	12	17	2	12	45	39	1	1.2	
Shelby.....	1	6	93	132	225	11	70	18	95	12	19	31	16	43	151	30	19	1.2	
Stark.....	2	7	43	124	167	6	26	6	73	11	45	56	1	.....	70	70	.....	2.2	
St. Clair.....	1	5	71	80	151	13	27	4	18	31	58	89	92	165	137	6	13	2.2	
Stephenson.....	1	12	49	184	233	14	32	15	149	8	20	23	12	18	141	25	6	1.5	
Tazewell.....	5	5	55	50	105	4	34	1	29	17	20	37	15	35	78	5	.....	1.2	
Union.....	5	5	209	390	599	21	91	27	223	97	140	237	22	33	207	39	18	2.2	
Vermilion.....	2	8	52	37	89	4	39	1	30	9	6	15	.....	.....	55	50	.....	4	
Wabash.....	7	13	21	136	157	5	14	10	114	2	12	14	14	25	119	5	15	4	
Warren.....	1	1	4	32	33	65	.....	.....	23	9	10	19	25	127	85	40	.....	2.5	
Washington.....	3	5	117	95	242	6	106	1	49	26	36	45	81	2	30	142	12	1.5	
Wayne.....	5	3	5	110	67	177	21	46	22	22	38	28	66	.....	10	95	23	2.2	
White.....	4	16	18	62	90	4	9	6	46	5	10	15	34	105	112	13	10	1.5	
Whiteside.....	2	10	103	882	785	11	53	14	365	40	302	842	7	60	209	44	6	1.5	
Will.....	5	5	96	69	165	16	63	6	48	18	14	32	32	249	105	128	.....	2.2	
Williamson.....	1	1	9	48	57	2	5	2	29	2	17	19	22	.....	135	.....	.....	2.2	
Winnebago.....	1	4	54	137	191	9	28	11	90	17	86	53	1	51	121	75	.....	2.2	
Woodford.....	1	4	54	137	191	9	28	11	90	17	86	53	1	51	121	75	.....	2.2	
Totals.....	241	902	5,816	12,274	18,090	877	3,394	985	7,222	1,558	4,074	5,632	1,427	5,823	11,487	3,655	1,316	762	2.7

## Summary for 1900—Continued.

TABLE XIII—Continued.

COUNTIES.																			37
	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
	No. of days spent in school visitation during the year.....	No. of days spent in examination of teachers during the year.....	No. of days spent in institute work during the year.....	No. of days spent in office work during the year.....	No. of days spent in other official duties .....	Whole number of days of official service rendered.	Number public addresses delivered by county superintendent.....	Whole number of teachers' institutes held by county superintendent..	Whole number of days' continuance of these institutes.....	Number of persons enrolled entitled to attend free.....	Number of other persons enrolled.....	Whole number of different persons enrolled.....	Number of public lectures delivered by others than county superintendent..	Number of teachers' meetings held in the county (district or township)....	No. school sup'ts (city, village, etc.) who spent all their time in supervision	No. school sup'ts (city, village, etc.) who spent $\frac{2}{3}$ or $\frac{3}{4}$ of their time.....	No. school sup'ts (city, village, etc.) who spent $\frac{1}{3}$ or $\frac{2}{3}$ of their time.....	No. school sup'ts (city, village, etc.) who spent but 1 hr. a day in supervision	
Adams.....	120	26	5	152	6	313	1	1	5	200	2	202	1	1	1	1	1	2	
Alexander.....	153	6	10	39	6	214	1	1	10	53	10	63	2	47	1	1	1	1	
Bond.....	122	26	5	126	31	310	1	1	5	134	3	137	2	12	1	1	1	1	
Boone.....	117	41	5	51	23	237	1	1	5	104	8	104	1	6	1	1	1	1	
Brown.....	132	17	5	131	12	297	1	1	5	66	6	66	1	3	1	1	1	1	
Bureau.....	163	33	5	108	8	312	1	1	5	168	6	168	3	11	1	1	1	1	
Calhoun.....	88	28	10	82	18	226	4	1	10	40	7	47	1	4	1	1	1	1	
Carroll.....	123	18	5	140	25	311	4	1	5	170	4	174	6	3	1	1	1	1	
Cass.....	146	16	20	45	15	241	3	2	20	90	42	327	5	60	1	1	1	1	
Champaign.....	80	42	15	169	7	313	1	1	15	285	7	176	4	103	2	1	1	1	
Christian.....	148	7	9	144	4	312	1	1	9	169	68	164	3	10	1	1	1	1	
Clark.....	133	10	5	165	1	313	1	1	5	96	101	101	3	2	1	1	1	1	
Clay.....	76	40	5	97	50	268	3	1	5	101	8	101	4	1	1	1	1	1	
Clinton.....	160	20	5	80	15	280	2	2	5	129	37	165	6	4	1	1	1	1	
Coles.....	117	118	5	68	5	313	1	1	5	129	36	165	1	10	1	1	1	1	
Cook.....	133	15	5	131	29	313	15	1	5	569	52	612	44	35	1	1	1	1	
Crawford.....	112	23	5	173	3	313	6	1	5	157	23	180	5	35	1	1	1	1	
Cumberland.....	154	20	5	126	5	310	2	1	5	107	31	138	2	30	1	1	1	1	
DeKalb.....	158	8	37	83	21	307	20	1	5	240	1	240	5	2	1	1	1	1	
DeWitt.....	78	28	5	196	6	313	1	1	5	96	12	96	1	2	1	1	1	1	
Douglas.....	136	31	15	63	61	306	10	1	15	72	12	84	12	65	1	1	1	1	
DuPage.....	140	32	5	85	19	282	10	2	5	116	16	132	13	4	1	1	1	1	
Edgar.....	88	32	5	177	11	313	2	1	5	150	7	150	7	4	1	1	1	1	
Edwards.....	103	15	5	66	2	191	2	1	5	69	8	69	2	4	1	1	1	1	
Edgingham.....	79	34	5	94	60	272	2	1	5	82	9	82	2	9	1	1	1	1	
Fayette.....	136	38	5	131	8	313	2	1	5	100	1	100	2	32	1	1	1	1	
Ford.....	58	28	5	204	5	300	3	1	5	100	1	100	2	5	1	1	1	1	

Franklin	143	81	7	73	1	311	2	7	114	114	2	30
Fulton	67	49	5	187	5	313	1	5	258	29	1	16
Gallatin	91	30	5	97	25	248	1	5	78	78	2	3
Greene	133	52	5	45	12	247	1	5	58	79	5	5
Grundy	132	60	6	53	15	296	1	6	174	3	1	5
Hamilton	126	20	12	138	14	310	2	12	144	5	1	4
Hancock	88	30	5	190	...	313	1	5	320	5	...	...
Hardin	55	9	9	66	8	147	1	10	...	...	10	2
Hardness	111	24	9	91	6	241	1	9	61	34	...	...
Henry	133	32	5	122	9	311	2	5	236	...	3	1
Iroquois	101	45	14	153	...	313	5	14	239	64	10	1
Jackson	128	42	5	136	...	312	2	5	162	...	2	6
Jasper	156	60	...	...	...	312	15	5	96	...	50	...
Jefferson	137	26	10	75	12	308	...	10	230	200	2	7
Jersey	131	25	5	45	...	322	1	5	181	...	1	6
Johannes	142	32	7	68	68	370	4	7	169	...	2	6
Johnson	107	24	2	127	28	313	4	5	207	...	1	11
Kane	107	24	2	160	...	313	...	5	230	...	10	60
Kankakee	153	25	2	167	12	309	...	5	115	...	2	7
Kendall	106	30	2	132	13	313	...	5	249	...	10	2
Knox	125	40	5	172	17	313	...	5	140	27	8	35
Lake	121	38	5	216	14	302	15	10	390	300	5	17
LaSalle	158	58	5	177	14	302	3	5	125	125	3	21
Lawrence	122	14	5	57	15	313	10	5	205	...	4	4
Lea	56	22	23	186	26	313	52	23	272	26	71	101
Lewis	153	19	8	126	7	313	6	8	192	192	4	4
Logan	191	8	5	106	3	313	...	5	235	17	...	7
Macoupin	115	25	5	138	32	313	1	5	230	...	6	16
Madison	170	40	10	78	14	312	4	10	261	7	...	3
Marion	90	32	...	166	9	297	...	6	92	28	2	2
Marshall	166	6	6	81	9	298	...	5	85	...	4	2
Massac	164	8	5	134	5	313	1	10	78	2	...	3
Massac	86	18	10	45	14	173	...	5	80	...	4	2
McDonough	97	75	5	128	8	311	26	5	223	...	9	9
McHenry	176	17	5	101	18	313	5	11	235	...	2	2
McLean	113	40	10	140	9	312	...	10	211	91	302	2
McNard	124	30	10	133	3	290	6	2	10	75	17	2
Mercer	137	20	5	135	14	311	1	5	136	15	2	5
Monroe	108	14	10	134	15	281	...	10	82	...	3	3
Monroe	162	60	5	50	36	313	5	5	200	18	...	26
Montgomery	50	20	9	206	34	313	2	9	116	62	178	6
Morgan	111	24	13	68	59	312	2	10	95	2	...	9
Montrie	126	56	5	86	39	312	2	5	244	...	3	10
Ogle	117	27	5	158	...	313	3	5	314	15	329	5

## Summary for 1900—Continued.

TABLE XIII—Continued.

COUNTIES.	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
	No. of days spent in school visitation during the year.....	No. of days spent in examination of teachers during the year.....	No. of days spent in institute work during the year.....	No. of days spent in office work during the year.....	No. of days spent in other official duties.....	Whole number of days of official service rendered.	Number public addresses delivered by county superintendent.....	Whole number of teachers' institutes held by county superintendent..	Whole number of days' continuance of these institutes.....	Number of persons enrolled entitled to attend free.....	Number of other persons enrolled.....	Whole number of different persons enrolled.....	Number of public lectures delivered by others than county superintendent..	Number of teachers' meetings held in the county (district or township)....	No. school sup'ts (city, village, etc.) who spent all their time in supervision	No. school sup'ts (city, village, etc.) who spent $\frac{2}{3}$ or $\frac{1}{2}$ of their time.....	No. school sup'ts (city, village, etc.) who spent $\frac{1}{3}$ or $\frac{1}{4}$ of their time.....	No. school sup'ts (city, village, etc.) who spent but 1 hr. a day in supervision
Richland.....	125	30	15	52	38	250	3	1	15	127	.....	127	.....	7	6	1	.....	1
Rock Island.....	158	13	13	127	10	313	3	1	15	323	.....	323	.....	1	.....	.....	.....	1
Saline.....	150	23	10	175	20	293	3	1	15	125	35	100	4	12	.....	.....	.....	.....
Sanborn.....	134	49	15	175	20	313	3	1	15	325	.....	325	.....	4	.....	.....	.....	.....
Schuyler.....	115	37	10	170	18	243	5	1	10	126	9	145	2	9	.....	.....	.....	.....
Scott.....	127	13	10	154	10	207	.....	1	10	146	.....	146	.....	2	.....	.....	.....	.....
Shelby.....	127	14	5	171	4	313	.....	1	10	140	15	155	2	24	.....	.....	.....	.....
Stark.....	120	30	5	180	21	285	.....	1	10	133	3	196	.....	4	.....	.....	.....	.....
St. Clair.....	155	22	5	118	12	312	3	1	15	353	.....	353	.....	6	.....	.....	.....	.....
Stephenson.....	222	26	5	135	12	311	2	1	15	177	.....	177	.....	4	.....	.....	.....	.....
Tazewell.....	82	25	5	185	10	307	2	1	15	164	40	204	4	5	.....	.....	.....	.....
Union.....	71	17	5	157	23	272	72	1	10	180	.....	180	10	58	.....	.....	.....	.....
Vermilion.....	144	43	13	147	2	351	7	1	10	359	2	361	4	58	.....	.....	.....	.....
Wabash.....	100	6	5	91	2	200	.....	.....	.....	153	.....	153	.....	16	.....	.....	.....	.....
Warren.....	72	88	5	131	15	311	2	2	20	153	6	198	10	16	.....	.....	.....	.....
Washington.....	121	30	20	108	20	299	2	2	20	198	.....	198	.....	4	.....	.....	.....	.....
Wayne.....	90	80	20	85	52	312	2	4	11	200	3	203	1	3	.....	.....	.....	.....
White.....	116	20	5	163	6	312	.....	1	11	151	.....	151	.....	17	.....	.....	.....	.....
Whiteside.....	83	17	7	202	4	313	5	1	17	148	3	151	10	15	.....	.....	.....	.....
Will.....	202	10	5	106	.....	312	.....	1	5	450	.....	450	14	43	.....	.....	.....	.....
Williamson.....	187	64	5	125	18	299	2	1	15	167	.....	170	7	10	.....	.....	.....	.....
Winnebago.....	191	19	5	155	33	304	2	1	15	284	9	293	2	20	.....	.....	.....	.....
Woodford.....	161	29	5	116	.....	311	2	1	15	104	38	142	.....	9	.....	.....	.....	.....
Totals.....	12,405	3,179	726	11,522	1,600	39,432	451	121	703	16,439	1,923	17,762	545	1,451	53	49	106	170

## Summary for 1900—Continued.

TABLE XIV—COUNTY SUPERINTENDENTS' COMPENSATION AND EXPENSES.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Amount of per diem compensation from State Auditor.....	Amount of per diem expenses from State Auditor.....	Amount of commissions on moneys paid township treasurers.....	Amount received as commissions on moneys loaned.....	Amount received as commissions on sales of school lands.....	Total compensation and per diem expenses..	Amount from county treasurers for incidental and other expenses.....	Amount paid for advertising examinations of teachers and other expenses..	Total of expenses.	Total of compensation and all expenses.....
Adams.....	\$1,252 00	\$130 00	\$293 32	90 05		\$1,675 32	\$131 13	2 46	\$181 13	\$1,806 45
Alexander.....	740 00	135 00	77 69	120 96		952 74	41 32	43 78	43 78	996 52
Bond.....	1,240 00	122 00	70 50			1,553 46	91 00	62 52	153 82	1,707 28
Boone.....	1,948 00	117 00	37 64			1,102 64	67 96		67 96	1,170 60
Brown.....	1,188 00	132 00	43 19			1,363 19				1,363 19
Bureau.....	1,245 00	163 00	187 78			1,698 78	755 03	15 00	770 03	2,468 81
Calhoun.....	1,904 00	98 00	36 12	8 10		1,036 22		17 52	17 52	1,053 74
Cass.....	1,244 00	123 00	100 76	90 03		1,547 76	50 00	18 00	68 00	1,615 76
Carroll.....	1,964 00	145 00	64 59	45 13		1,218 72	25 00	141 60	167 60	1,386 32
Champaign.....	1,252 00	80 00	212 39			1,544 39	387 82		387 82	1,932 21
Christian.....	1,248 00	148 00	148 62			1,544 62				1,544 62
Clark.....	1,252 00	123 00	100 75	18 42		1,504 17				1,504 17
Clay.....	1,072 00	76 00	82 60	2 06		1,230 66				1,230 66
Coles.....	1,120 00	160 00	79 22	2 24		1,361 46				1,361 46
Cook.....	1,252 00	117 00	160 86	18 04		1,547 84				1,547 84
Crawford.....	1,252 00	133 00	6,011 08	30 41		7,436 49	9,000 00		9,000 00	16,826 49
Cumberland.....	1,252 00	112 00	66 15	30		1,451 70	23 96		23 96	1,475 66
DeKalb.....	1,240 00	154 00	105 54			1,490 15	928 49	15 00	943 47	1,436 21
DeWitt.....	1,228 00	158 00	67 42			1,453 42	45 00	19 98	45 00	1,440 01
Douglas.....	1,252 00	176 00	67 42			1,491 54	79 53		79 53	1,442 42
DuPage.....	1,224 00	136 00	81 84			1,441 84				1,421 87
Edgar.....	1,128 00	140 00	91 86			1,359 86		105 41	105 41	1,465 27
Edwards.....	1,252 00	88 00	122 32			1,462 32	650 56	8 40	658 96	2,121 28
Elkington.....	764 00	103 00	40 54	12 00		919 54	40 33		40 33	959 87
Elmhurst.....	1,088 00	79 00	97 77			1,264 77	93 00		93 00	1,357 77
Payette.....	1,352 00	136 00	121 22	19 30		1,528 52		12 00	12 00	1,540 52
Ford.....	1,200 00	58 00	74 54			1,332 54	40 00		40 00	1,372 54
Franklin.....	1,244 00	143 00	85 44	4 36		1,476 80		17 50	17 50	1,494 30
Fulton.....	1,252 00	67 00	212 56			1,531 56	136 16	26 96	163 12	1,694 68
Gallatin.....	892 00	63 78	5 16			1,151 94		21 70	21 70	1,173 64
Greene.....	995 00	133 00	118 54	12 46		1,252 00	109 75	1 50	111 25	1,363 25



## Summary for 1910 - Continued.

TABLE XIV—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Amount of per diem compensation from State Auditor.....	Amount of per diem expenses from State Auditor.....	Amount of commissions on moneys paid township treasurers.....	Amount received as commissions on moneys loaned .....	Amount received as commissions on sales of school lands .....	Total compensation and per diem expenses..	Amount from county treasurer for incidental and other expenses.....	Amount paid for advertising examinations of teachers and other expenses..	Total of expenses.	Total of compensation and all expenses .....
Grundy.....	1,184 00	132 00	94 74	.....	.....	1,410 74	.....	12 50	12 50	1,423 24
Hamilton.....	1,240 00	136 00	90 04	.....	.....	1,466 04	35 07	7 65	35 07	1,491 11
Hancock.....	1,252 00	188 00	146 83	4 28	.....	1,491 11	130 50	62 00	138 15	1,629 26
Hardin.....	588 00	55 00	32 40	5 54	.....	675 40	.....	9 00	62 00	737 40
Henderson.....	964 00	111 00	38 26	.....	.....	1,118 80	896 16	3 00	899 16	1,127 80
Henry.....	1,244 00	133 00	151 75	.....	.....	1,528 75	220 37	7 85	228 22	2,397 91
Iroquois.....	1,252 00	101 00	193 39	.....	.....	1,546 39	.....	64 00	64 00	1,774 61
Jackson.....	1,248 00	128 00	144 06	.....	.....	1,520 06	.....	112 30	112 30	1,697 14
Jasper.....	1,248 00	156 00	90 84	.....	.....	1,594 84	.....	21 00	21 00	1,607 14
Jefferson.....	1,232 00	137 00	113 91	7 65	.....	1,550 96	46 31	21 75	68 06	1,571 56
Jersey.....	888 00	131 00	62 43	.....	.....	1,081 43	.....	10 00	10 00	1,149 49
Jo Daviess.....	1,148 00	128 00	129 59	26 00	.....	1,431 59	41 33	78 55	120 48	1,662 06
Johnson.....	840 00	105 00	81 58	15 60	.....	1,042 18	1,094 48	63 20	1,157 68	2,706 96
Kane.....	1,176 00	67 00	300 15	6 13	.....	1,511 42	.....	.....	95 96	1,574 42
Kankakee.....	1,252 00	107 00	152 42	.....	.....	1,511 42	.....	.....	.....	1,63 00
Kendall.....	1,076 00	153 00	39 27	.....	.....	1,268 27	95 96	.....	.....	1,364 23
Knox.....	1,252 00	106 00	166 98	.....	.....	1,524 98	.....	.....	.....	1,524 98
Lake.....	1,257 00	125 00	95 19	1 95	.....	1,474 14	161 47	35 20	196 67	1,670 81
LaSalle.....	1,252 90	42 00	417 33	.....	.....	1,711 33	1,319 18	36 78	1,355 96	3,067 29
Lawrence.....	1,208 00	158 00	65 63	14 58	80 40	1,446 86	29 90	20 00	49 90	1,496 76
Lee.....	1,252 00	192 00	107 67	.....	.....	1,551 67	118 65	5 00	123 65	1,675 32
Livingston.....	1,252 00	56 00	194 63	.....	.....	1,502 63	1,165 97	13 65	1,179 32	2,681 95
Logan.....	1,252 00	153 00	118 73	.....	.....	1,529 73	40 00	.....	40 00	1,569 73
Macoupin.....	1,252 00	191 00	189 06	65 80	.....	1,697 06	254 43	136 12	136 12	1,833 18
Madison.....	1,252 00	115 00	202 67	.....	.....	1,559 67	.....	43 70	298 13	1,857 80
Marion.....	1,248 00	170 00	270 08	.....	.....	1,688 08	.....	19 50	19 50	1,707 58
Marion.....	1,188 00	90 00	118 67	40	.....	1,397 07	.....	7 00	7 00	1,404 07
Marshall.....	1,072 00	166 00	63 20	.....	.....	1,278 00	.....	94 02	94 02	1,372 02
Mason.....	1,252 00	86 00	54 64	08	.....	1,342 64	17 14	10 40	27 54	1,479 28
Massac.....	692 00	97 00	120 00	.....	.....	832 64	118 25	.....	192 25	1,030 89
McDonough.....	1,244 00	.....	.....	.....	.....	1,461 00	.....	.....	.....	1,653 26

McHenry	1,252 00	178 00	106 86	.....	1,533 86	.....	25 00	26 00	1,559 86
McLean	1,800 00	112 00	286 41	.....	1,986 41	.....	16 70	416 50	2,003 11
Meard	1,600 00	124 00	74 71	27 00	1,698 71	.....	6 70	1 70	1,705 41
Merced	1,244 00	159 00	154 52	.....	1,403 52	.....	.....	300 00	1,703 52
Morse	1,124 00	169 00	140 36	44 00	1,268 36	.....	.....	64 00	1,332 36
Montgomery	1,252 00	120 00	141 21	.....	1,393 21	.....	26 00	106 00	1,419 21
Morgan	1,252 00	50 00	156 01	.....	1,408 01	.....	24 90	106 00	1,432 91
Moutrie	1,100 00	50 00	136 24	61 22	1,237 46	.....	6 66	.....	1,244 12
Ogle	1,100 00	117 00	326 74	.....	1,426 74	.....	.....	1,290 00	2,716 74
Peoria	1,152 00	150 00	84 61	11 40	1,307 01	.....	21 25	1,671 25	2,978 26
Perry	1,136 00	120 00	50 96	14 00	1,256 96	.....	.....	.....	1,268 96
Pike	1,244 00	72 00	107 63	.....	1,351 63	4 66	.....	.....	1,356 29
Pope	972 00	120 00	71 97	4 38	1,068 35	.....	.....	.....	1,072 73
Putnam	900 00	100 00	46 21	.....	1,046 21	.....	.....	.....	1,046 21
Randolph	564 00	101 00	11 21	24 63	1,471 40	.....	.....	.....	1,496 03
Richard	1,200 00	111 00	120 40	.....	1,320 40	.....	.....	.....	1,441 40
Rock Island	1,000 00	135 00	159 00	.....	1,159 00	.....	.....	.....	1,159 00
Saline	1,152 00	158 00	108 48	.....	1,310 48	.....	.....	.....	1,468 48
Sangamon	1,152 00	70 00	101 32	32 66	1,253 98	.....	.....	.....	1,286 64
Sangamon	1,152 00	124 00	207 73	.....	1,359 73	.....	.....	.....	1,483 73
Schuyler	1,000 00	115 00	27 37	.....	1,027 37	.....	.....	.....	1,027 37
Scott	1,352 00	97 00	40 46	.....	1,449 46	.....	.....	.....	1,489 92
Shelby	1,052 00	127 00	154 54	.....	1,206 54	.....	.....	.....	1,361 54
Stark	1,064 00	120 00	26 67	6 16	1,190 83	.....	.....	.....	1,196 99
St. Clair	1,048 00	125 00	360 59	.....	1,433 59	.....	.....	.....	1,558 59
Stephenson	1,244 00	222 00	131 58	.....	1,597 58	.....	.....	.....	1,819 58
Tazewell	1,244 00	52 00	140 14	12 00	1,436 14	.....	.....	.....	1,448 14
Union	1,088 00	71 00	110 33	12 00	1,200 33	.....	.....	.....	1,212 33
Vermilion	1,216 00	144 00	270 69	31 00	1,561 69	.....	.....	.....	1,692 69
Wabash	1,216 00	100 00	53 47	.....	1,369 47	.....	.....	.....	1,422 94
Warren	1,244 00	72 00	84 86	.....	1,400 86	.....	.....	.....	1,472 86
Washington	1,244 00	121 00	50 06	.....	1,415 06	.....	.....	.....	1,465 06
Wayne	1,196 00	90 00	126 42	10 66	1,322 08	.....	.....	.....	1,412 74
White	1,248 00	116 00	136 89	58 42	1,543 31	.....	.....	.....	1,659 73
Whiteside	1,252 00	53 00	126 64	.....	1,378 64	.....	.....	.....	1,431 64
Will	1,252 00	202 00	315 26	4 00	1,771 26	.....	.....	.....	1,917 26
Williamson	1,196 00	87 00	122 60	3 00	1,301 60	.....	.....	.....	1,304 60
Winnebago	1,216 00	191 00	160 61	41	1,477 61	.....	.....	.....	1,518 61
Woodford	1,244 00	161 00	94 65	.....	1,439 65	.....	.....	.....	1,504 65
Totals	\$117,108 00	\$12,280 00	\$18,506 56	\$682 49	\$145,782 10	\$5 06	\$2,620 84	\$31,694 32	\$180,476 42

## Summary for 1900—Continued.

TABLE XV.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—RECEIPTS.

COUNTIES.	1	2	3	4	5	6	7	8
	Cash on hand July 1, 1899, held for distribution .....	Cash on hand July 1, 1899, distributed but not paid over.....	Cash on hand July 1, 1899, held for other purposes .....	Received from State Auditor .....	Received from income of county fund during the year .....	Received from fines and forfeitures.....	Other receipts.....	Total—columns 1-7.....
Adams.....	\$19 46			\$15,018 20		\$39 02		\$15,106 68
Alexander.....	12 55			3,936 75	\$2 46	12 90	\$0 07	3,964 73
Bond.....				3,101 54	590 53	72 00	7 00	3,761 07
Boone.....	13 37			1,900 50		6 00		1,919 87
Brown.....	112 45			2,162 88				2,275 33
Bureau.....	62 50	\$225 39		8,308 00		2,122 00		10,717 89
Calhoun.....	140 12			1,398 26	254 66	95 00		1,878 04
Carroll.....	59 90			3,429 03	775 27	973 00		5,236 79
Casa.....	3 83			3,428 03	86 70	14 00		3,532 56
Champaign.....	42 00			10,737 05	31 50	88 40		10,868 96
Christian.....	109 34			7,507 33		13 00		7,629 67
Clark.....	6 22			5,049 15	47 50	59 20		5,162 17
Clay.....	43 25			4,115 11	116 80			4,273 16
Clinton.....				4,036 02	37 00			4,073 02
Coles.....	4 50			7,260 27	283 42			8,273 71
Cook.....	124 05			306,774 77		883 42		308,940 82
Crawford.....	38 26			4,253 24		1,809 00		4,475 55
Cumberland.....				3,364 10		214 00		3,413 31
DeKalb.....		168 96		5,529 59		10 95		5,715 43
DeWitt.....	78 50			3,433 03		16 89		3,516 53
Douglas.....	36 00			4,079 05		5 00		4,207 65
DuPage.....	28 82			4,786 11		549 11		5,369 04
Edgar.....	8 87			6,234 80		12 00		6,255 96
Edward.....	64 00			1,941 13	117 74			2,134 87
Franklin.....	4 86			4,965 56		12 00		4,986 44
Greene.....	37 25			6,029 32	151 72	107 65		6,324 94
Hayate.....	19 60			3,774 59		62 47		3,866 66
Ford.....								

Franklin	02 44	4,323 12	21 30	71 00	34 63	4,476 91
Fulton	9 35	10,701 33	74 36	64 25	.....	10,900 60
Gallatin	15 01	2,072 76	18 06	85 63	.....	2,791 66
Greene	38 75	5,747 43	254 05	56 90	.....	6,097 13
Grundy	1 77	4,501 26	.....	50 29	3 10	4,865 54
Hamilton	6 00	4,516 26	21 00	54 50	.....	4,597 76
Hancock	259 34	7,143 59	112 03	237 10	.....	7,741 11
Hardin	15 15	1,032 14	21 99	71 95	.....	1,761 23
Henderson	11 90	1,089 07	16 62	310 30	.....	1,976 89
Henry	33 19	7,614 44	.....	135 00	.....	7,763 03
Irving	104 51	9,039 23	24 00	519 63	.....	10,060 47
Jackson	176 17	7,369 07	.....	45 09	76 96	7,411 07
Jasper	24 02	4,632 52	64 34	30 00	.....	4,980 89
Jefferson	58 65	5,753 51	52 02	34 00	.....	5,862 35
Jersey	56 05	2,155 26	24 00	3 00	.....	2,243 91
Jo Davies	96 06	5,789 29	551 35	295 80	6 00	6,840 49
Johnson	22 85	2,977 38	190 20	74 70	.....	4,255 13
Kane	220 50	15,015 40	.....	159 50	.....	15,385 40
Kankakee	46 11	7,761 53	.....	93 00	.....	7,900 34
Kendall	3 00	1,229 69	.....	78 00	.....	2,007 69
Knox	14 73	8,459 15	25 65	6 85	.....	8,516 41
Lake	16 30	4,693 21	67 00	64 00	.....	4,932 58
LaSalle	40 02	21,060 96	96 00	54 61	.....	21,236 97
Lawrence	146 16	2,189 56	133 34	37 00	.....	2,359 92
Lee	17 88	5,429 62	.....	55 68	.....	5,634 46
Livingston	83 22	9,914 17	3 00	55 53	.....	9,997 83
Logan	240 23	5,969 23	787 48	157 70	.....	6,065 45
Macon	506 90	8,943 74	.....	98 36	.....	10,139 15
Macoupin	51 71	10,265 86	.....	194 00	.....	10,863 13
Madison	38 25	13,567 14	.....	75 95	.....	13,812 85
Marion	10 97	5,970 46	95 38	.....	.....	6,090 04
Marshall	10 97	2,134 02	.....	24 00	.....	2,134 02
Massac	74 30	3,217 18	.....	97 00	.....	3,252 15
McDonough	286 52	2,093 96	.....	7 96	.....	2,860 16
McHenry	10 00	6,153 11	.....	9 00	.....	6,449 59
McLean	988 28	5,394 51	.....	109 50	.....	5,413 51
Menard	1 82	15,867 05	.....	453 12	2 03	16,763 63
Mercer	3 19	2,795 44	125 61	21 93	.....	3,244 14
Monroe	202 20	3,709 16	99 10	63 00	.....	3,856 53
Montgomery	99 96	2,727 26	.....	87 15	.....	2,800 17
Morgan	216 50	7,346 78	.....	38 00	.....	7,735 32
Moultrie	210 15	7,203 10	.....	103 00	99	3,477 33
Ogle	11 71	3,154 84	290 76	80 00	.....	6,795 73
Peoria	136 24	16,545 96	.....	88 20	.....	16,634 18
Perry	255 51	4,136 20	204 76	29 00	.....	4,363 67
Pike	65 06	3,547 06	478 60	109 60	.....	4,272 90
Pope	58 86	7,449 23	18 67	63 00	.....	7,767 41
Pulaski	21 30	3,036 73	.....	111 00	.....	3,812 79
Putnam	.....	2,495 29	198 81	77 50	.....	2,495 07
Randolph	.....	6,069 55	.....	51 74	.....	6,172 59

## Summary for 1900—Continued.

TABLE XV.—Concluded.

COUNTRIES.	1	2	3	4	5	6	7	8
	Cash on hand July 1, 1899, held for distribution .....	Cash on hand July 1, 1899, distributed but not paid over.....	Cash on hand July 1, 1899, held for other purposes .....	Received from State Auditor .....	Received from income of county fund during the year.....	Received from fines and forfeitures.....	Other receipts.....	Total—columns 1-7.....
Ichland.....	\$26 64			\$3,115 04	\$136 20	\$10 00		\$3,287 88
ock Island.....	7 90			10,080 65		25 00		10,122 55
aling.....	10 08			5,160 44	187 44	59 58		5,417 61
anamon.....	7 54			15,302 46		14 00		15,324 00
anyler.....	35 32			3,561 95		187 90		3,785 17
ch.....	23 01			2,011 53		41 80		2,076 33
colby.....	453 44			8,022 68		15 00		8,531 12
hek.....				1,439 64	19 00	11 00		1,489 64
it Clair.....				18,010 22		284 61		18,334 98
it Chenson.....				6,814 01		12 00		6,939 95
itelwell.....				7,032 44	48 60	9 00		7,238 50
ason.....	113 55			5,694 94	309 50	405 87	23 50	6,760 40
inmillon.....	16 46			12,952 29		9 00		13,069 45
reash.....	23 46			2,719 78	51 00	18 00		2,759 25
arren.....	21 47			4,232 12		21 00		4,435 07
Washington.....	120 95			4,893 30		183 48		5,093 86
asne.....	92 10			6,449 64	48 61	57 48		6,591 83
White.....	5 65			6,563 85	546 72	39 88	41 72	7,395 50
Whiteside.....	202 38			6,945 20		1,239 45		8,278 70
Will.....	13 06			15,898 64	59 28	65 00		16,369 17
Williamson.....	310 25			6,105 19		47		6,829 15
Winnabago.....	70 66			8,267 63	300 00	56 00		8,754 63
Woodford.....	65 65			4,795 45				4,917 10
	\$8,137 47	\$980 04		\$929,371 91	\$8,434 39	\$15,425 81	\$194 47	\$952,244 09

## Summary for 1900—Continued.

TABLE XVI.—FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—DISBURSEMENTS.

COUNTIES.						
	1	2	3	4	5	6
	Paid township treasurers.....	Amount of all commissions charged.....	Amount paid for advertising examinations of teachers....	Other expenditures...	Cash on hand June 30, 1900, held for distribution .....	Cash on hand June 30, 1900, distributed but not paid over.....
Adams.....	\$14,666 16	\$233 32			\$147 20	
Alexander.....	3,884 47	77 74	82 46		47	
Bond.....	3,506 79	191 46		\$62 82		
Boone.....	1,881 76	37 64			72 28	
Brown.....	2,159 66	43 19			41 00	1,067 82
Bureau.....	9,389 14	204 93	15 00			
Calhoun.....	1,806 40	44 22	5 60	11 92		
Carroll.....	5,037 87	180 76	18 50			
Cass.....	3,229 85	140 00	53 60	6 50		
Champaign.....	10,619 07	212 39			102 61	
Christian.....	7,431 00	148 62			67 50	
Clark.....	5,037 30	119 17			59 05	
Clay.....	4,129 64	82 66			5 70	
Cole.....	3,961 02	81 46			62 86	
Clinton.....	8,940 06	177 84	55 81		30 54	
Cook.....	*300,554 69	6,041 49			2,344 64	
Crawford.....	4,370 07	87 70	15 00		2 78	
Cumberland.....	3,307 50	66 15	27 75	7 31	4 60	
DeKalb.....	5,277 28	105 54	19 98			312 53
De Witt.....	3,370 35	73 22				
Douglas.....	4,691 81	81 84			72 96	
Douglas.....	4,594 60	91 89	35 00	70 41	34 00	
DuPage.....	6,116 08	122 32	8 40		567 14	
DuSart.....	2,027 16	52 54			9 06	
Edwards.....	4,888 67	97 77			55 17	
Elgin.....	6,080 85	140 52	12 00		111 57	
Effete.....	3,727 40	74 54			54 72	
Franklin.....	4,272 61	89 80	17 50		97 00	
Total.....						
Total—Items 1-6.....						
	\$15,105 68					
	3,964 73					
	3,761 07					
	1,919 87					
	2,275 13					
	10,717 89					
	1,878 04					
	5,236 79					
	3,532 56					
	10,898 96					
	7,629 67					
	5,162 17					
	4,275 16					
	4,073 02					
	8,273 71					
	308,940 82					
	4,475 55					
	3,413 31					
	5,715 43					
	3,516 53					
	4,207 65					
	5,369 04					
	6,255 86					
	2,134 87					
	4,986 44					
	6,324 94					
	3,856 66					
	4,476 91					

\* \$23,400.66 distributed on account of classes for the deaf in Chicago.

## Summary for 1900—Continued.

TABLE XVI.—Concluded.

COUNTIES.	1	2	3	4	5	6	7
	Paid township treasurers.....	Amount of all commissions charged .....	Amount paid for advertising examinations of teachers....	Other expenditures...	Cash on hand June 30, 1900, held for distribution .....	Cash on hand June 30, 1900, distributed but not paid over.....	Total—items 1-6.....
Fulton.....	\$10,685 50	\$212 56	\$28 21	\$75	25 58	.....	\$10,900 80
Gallatin.....	2,189 12	68 94	28 20	3 50	12 88	\$499 07	2,791 66
Greene.....	5,927 04	121 00	.....	1 50	37 59	.....	6,077 13
Grundy.....	4,537 26	94 71	12 50	.....	11 04	.....	4,655 51
Hamilton.....	4,501 12	90 04	.....	.....	6 00	.....	4,597 14
Hancock.....	7,341 15	151 11	7 48	.....	241 20	.....	7,771 11
Hardin.....	1,519 74	23 40	12 90	49 50	17 09	.....	1,711 23
Henderson.....	7,513 48	43 80	.....	8 00	10 61	.....	7,575 89
Henry.....	5,561 46	151 70	7 58	.....	36 51	.....	5,757 23
Idaho.....	7,939 68	133 82	.....	.....	179 75	.....	8,253 25
Jackson.....	7,535 97	144 00	42 40	32 00	.....	.....	7,744 37
Jasper.....	7,582 96	140 80	42 40	66 70	235 67	.....	8,033 53
Jefferson.....	5,495 77	118 71	21 75	.....	32 11	.....	5,668 34
Jersey.....	2,421 47	62 49	21 75	.....	38 49	.....	2,543 91
John Day.....	1,079 45	105 68	10 06	.....	146 45	.....	1,341 43
Johnson.....	1,079 45	77 13	29 06	49 50	.....	.....	1,235 13
Kane.....	17,077 32	305 23	.....	63 20	18 00	.....	17,443 75
Kanawha.....	7,631 70	128 74	.....	.....	126 58	.....	7,887 02
Kendall.....	5,363 42	129 84	.....	.....	5 01	.....	5,498 27
Knott.....	5,363 42	106 84	28 50	11 00	.....	.....	5,510 76
Knox.....	4,599 92	47 11	.....	86 75	91 23	.....	4,725 01
Kravis.....	20,566 58	417 23	20 00	.....	6 25	.....	21,009 97
Latah.....	3,251 86	80 06	20 00	.....	7 70	.....	3,369 62
Lawrence.....	5,858 35	107 67	18 06	.....	128 44	.....	6,094 46
Lea.....	9,731 70	194 63	.....	.....	47 00	.....	9,975 33
Lincoln.....	5,986 92	118 73	.....	.....	9 60	.....	6,095 25
Lyon.....	254 06	254 06	7 50	128 63	286 15	.....	10,139 15
Madison.....	10,133 76	253 67	20 40	33 30	458 90	.....	10,899 13

Madison .....	13,904.37	270.08	19.50	19.00	18,913.95
Marion .....	5,918.42	119.07	7.00	85.55	5,080.04
Marshall .....	2,000.00	40.00	44.02		2,134.02
Mason .....	2,160.16	68.28		28.71	2,253.15
Massac .....	2,791.96	54.64	5.40	63.17	2,900.16
McDonough .....	6,000.41	120.00		255.18	6,449.99
McHenry .....	5,282.85	105.66			5,414.51
McLean .....	14,997.42	299.94			16,793.53
Menard .....	3,272.71	65.73		1,469.97	3,244.14
Merced .....	3,725.64	101.71			3,844.14
Monroe .....	2,726.90	54.53		21.17	2,956.53
Montgomery .....	7,017.50	184.39		15.74	7,600.17
Morgan .....	7,063.84	141.27	13.40	507.47	7,785.32
Moultrie .....	3,400.63	68.17		111.15	3,411.06
Ogle .....	6,413.00	189.48		1.89	6,477.33
Peoria .....	16,286.77	328.16		186.25	16,793.72
Perry .....	4,233.25	96.07			4,359.67
Piatt .....	4,049.10	94.98	3.34	54.35	4,203.44
Pike .....	7,881.92	152.28		135.48	8,172.59
Pulaski .....	3,593.28	75.23	71.57	237.96	3,812.79
Putnam .....	2,413.95	49.27	26.00	86.68	2,489.77
Randolph .....	560.33	35.84	8.10	26.85	631.12
Richland .....	6,019.98	120.40		14.31	6,172.69
Rock Island .....	2,901.75	58.00		92.11	3,025.86
Saline .....	9,924.07	196.48	205.01		10,122.55
Sangamon .....	5,065.98	133.96		29.52	5,417.51
Sangamon .....	14,886.39	297.73	190.53	139.85	15,224.00
Schuyler .....	3,618.50	72.87	51.50	142.80	3,792.17
Scott .....	2,023.10	40.46	6.75	6.02	2,076.23
Shelby .....	7,077.01	154.54		591.57	8,521.12
Stark .....	1,433.70	34.63	44		1,469.64
St. Clair .....	18,029.70	360.59		4.64	18,394.93
Stephenson .....	6,579.00	134.67		228.19	6,939.86
Tazewell .....	7,007.00	132.14		32.86	7,223.50
Union .....	5,516.50	122.33	7.20	104.37	5,760.40
Vermillion .....	13,534.50	301.69		123.01	13,969.45
Wabash .....	2,673.70	53.47		25.99	2,759.25
Warren .....	4,244.00	84.89			4,423.97
Washington .....	4,952.85	99.06	7.65	23.30	5,083.86
Wayne .....	6,421.19	139.31	5.65	2.94	6,591.58
White .....	6,844.43	186.31	7.80	337.96	7,265.50
Whiteside .....	6,832.06	136.64	1.00	1,250.90	8,083.99
Will .....	15,912.75	320.26		207.07	16,299.17
Williamson .....	6,134.57	125.69	12.50	42.79	6,274.85
Winnebago .....	8,480.57	170.02	19.94	84.10	8,774.63
Woodford .....	4,732.80	94.65	5.20	35.49	4,917.10
Totals .....	\$925,285.67	\$19,440.19	\$1,366.15	\$12,402.47	\$963,244.09

\* \$23,400.66 distributed on account of classes for the deaf in Chicago.







## Summary for 1900—Continued.

TABLE XVII—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9
	Value of loans on personal security.....	Value of loans on real estate .....	Bonds held as part of the fund.....	Real estate held as part of the fund.....	Cash on hand belonging to principal of the fund .....	Total amount of the fund .....	Net proceeds of 16th section lands sold during the year .....	Number of acres of school lands sold during the year .....	Number of acres of school lands unsold..
Richland .....	\$681 41	\$1,015 00				\$1,636 41			
Rock Island .....	2,093 00	1,777 58			\$549 78	5,271 54			
Saline .....					2,407 85	2,407 85			
Shangamon .....									
Schuyler .....									
Scott .....									
Shelby .....	308 00								
Stark .....	200 00								
St. Clair .....					1,125 00	1,325 00			
Stephenson .....									
Tazewell .....	400 00				266 25	666 25			
Union .....	255 05	144 95			200 00	600 00			
Vermilion .....		5,350 00		334 33	107 10	5,791 43			240
Wabash .....									
Warren .....	283 60	850 00				850 00			
Washington .....					110 50	394 10			
Wayne .....	641 50				20 04	661 54			
White .....	2,393 30	8,668 92	\$300 00		2 58	11,364 80			
Whiteside .....									
Will .....	400 00	700 00			176 00	1,276 00			
Williamson .....	1,175 50	976 00			11	2,151 61			
Winnebago .....		5,000 00			1,000 00	6,000 00			
Woodford .....									
Totals.....	\$47,304 64	\$65,916 03	\$500 00	\$2,154 55	\$13,619 05	\$159,494 27	\$155 00	407,248 50	

• Old judgments.

## Summary for 1900—Continued.

TABLE XVIII—INSTITUTE FUND—Dr.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Balance of institute fund proper on hand July 1, 1899.....	From men who received 1st grade certificates ...	From men who received 2d grade certificates....	From women who received 1st grade certificates ...	From women who received 2d grade certificates....	From men rejected .....	From women rejected....	From renewals of 1st grade certificates .....	From renewals of 2d grade certificates .....	From registration fees ...	Total of institute funds proper from fees, sections 8 and 10, Art. VII..	Balance of funds from any other sources reported held for institute purposes July 1, 1899....	From county board for support of institutes ...	From teachers (not fees under sections 8 and 10 of Art. VII) for institute .....	From other sources for institutes.....	Total from all sources for institutes.....
Adams.....	\$178 15	\$7	\$52	\$18	\$101	\$18	\$26	\$93	\$31	\$2	\$526 15					\$526 15
Alexander.....	58 87	1	20	49	61	20	9	42	4	10	193 87					193 87
Bond.....	102 68		38	2	36	20	40	10	37	3	314 68					314 68
Boone.....	108 63	2	15	39	56	21	14	10	37		271 63		\$30 00			301 63
Brown.....	4 94	4	15	6	39	21	1	3	17		91 94				\$5 00	91 94
Bureau.....	306 66	9	20	18	204	56	47	1	41		654 66			47 00	24 00	659 66
Calhoun.....		3	20	2	17	5	5				56 00			50 00	78 59	127 09
Carroll.....	17 18	1	17	36	36	7	13	12	87	4	202 15		50 00	50 00		250 77
Cass.....	2 27	8	10	16	31		26	7	29		129 27		175 00			354 27
Champaign.....	549 40	22	80	9	210	21	87	28	37		1,085 40					1,085 40
Christian.....	60 25	32	63	51	80	13	17	21	33	42	1,377 25					1,377 25
Clark.....	61 45	6	38	3	53	8	30	11	14	68	282 45					282 45
Clay.....	110 00	14	40	4	34	19	30	8	17		276 00			11 00		287 00
Clinton.....	1 89	2	19	2	21	13	22	14	22		143 69					143 69
Coles.....	176 00	10	55	60	65	30	54			36	486 00					486 00
Cook.....	1,215 13	53	53		204	40	372	61	722	52	2,719 43					2,719 43
Crawford.....	310 32	9	48	4	52	30	42	1	24	23	543 32					543 32
Cumberland.....	199 00	8	50		73	8	19		181	31	388 00					388 00
DeKalb.....	366 00	1	3	5	33	6	27	32			654 00					654 00
DeWitt.....	30 53	3	29	12	30	5	14	3	10		139 53			81 00		220 53
Douglas.....	123 00	16	38	12	74	13	25	12	20	12	345 00			240 50	1 00	586 50
DuPage.....	56 27	6	8	6	68	14	20	10	80	16	304 27				125 67	429 94
Edgar.....	190 25	5	25	4	55	8	9	17	113		421 25			310 00		731 25
Edwards.....	105 76	7	24	2	32	6	4				180 76					245 76
Effingham.....	111 00	13	32	12	42	4	7	1	3		225 00			18 00		243 00
Payette.....	252 92	19	64	7	51	61	43	9	58		305 00					365 00
Ford.....		4	28		75	13	26	9	25		442 92					442 92

Summary for 1900—Continued.  
TABLE XVIII—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Balance of institute fund proper on hand July 1, 1899.....	From men who received 1st grade certificates ...	From men who received 2d grade certificates....	From women who received 1st grade certificates ...	From women who received 2d grade certificates ....	From men rejected .....	From women rejected ....	From renewals of 1st grade certificates .....	From renewals of 2d grade certificates .....	From registration fees...	Total of institute funds proper from fees, sections 8 and 10, Art. VII..	Balance of funds from any other sources reported held for institute purposes, July 1, 1899 ...	From county board for support of institutes ...	From teachers (not fees under sections 8 and 10 of Art. VII.) for institutes .....	From other sources for institutes .....	Total from all sources for institutes.....
Franklin .....	\$129 25	\$12	\$61	\$7	\$21	\$77	\$16	\$9	\$15	\$29	\$331 25	\$308 98	\$35 00		\$14 55	\$331 25
Fulton .....	313 98	6	21	5	52	23	72	3	276		908 98	52				823 53
Gallatin .....	83 00	8	31	5	27	30	9	3			193 00	193 00				228 00
Greene .....		25	21	41	22	14	26	3	2	79	233 00			\$191 00		424 00
Grundy .....	240 05	16	66	17	105	18	136	3	13		545 05					545 05
Hamilton .....	81 45	6	21	17	31	16	13	2	13		238 45					238 45
Hancock .....	747 57	6	40	9	96	17	64	31	57		1,072 57					1,072 57
Hardin .....	73 87	4	24	4	10	5	3				1,123 57			14 00		1,137 57
Henderson .....	278 95	5	29	9	52	18	77	1		34	499 95					499 95
Henry .....	352 67	5	7	13	76	9	62	49	147		725 67					725 67
Iroquois .....	233 14	6	64	5	5	28	91	5		64	731 14					731 14
Jackson .....	142 54	15	42	18	235	18	13	9			310 54					310 54
Jasper .....	41 16	14	55	15	53	18	13	9			202 16					202 16
Jefferson .....	206 15	13	107	3	77	20	15				450 15					450 15
Jersey .....		4	14	2	86	2	15		31		91 00					91 00
JoDavies .....	111 00	5	4	7	30	2	10		166		345 00					345 00
Johnson .....	28 88	7	20	2	15	4	12	20	15	5	124 88					124 88
Kane .....	1,308 31	9	2	15	88	11	7	16	188		1,679 31					1,679 31
Kankakee .....	237 69	6	24	38	96	15	42	10	56		529 69					529 69
Kendall .....	33 59		6	5	30		4	5	68		141 59					141 59
Knox .....	137 54		7	7	46	19	112	42	159		559 54					559 54
Lake .....	22 99	8	11	14	43	10	70	42	137	27	384 99					384 99
LaSalle .....	388 84	3	29	11	72	12	88	64	269		936 84					936 84
Lawrence .....	154 43	18	54	10	36	17	22				311 43				3 00	314 43
Lee .....	292 93	1	4	2	22	7	3	26	160		518 93					518 93
Livingston .....	939 73	8	41	16	105	45	124	33	175	26	1,512 73					1,512 73
Logan .....	194 70	17	23	30	66	5	25	3			367 70				2 00	369 70
Macon .....	143 19	8	23	8	76	21	59	27	47	17	434 19					434 19

Macoupin	184	239	29	31	40	79	6	9	26	26	434	39	434	39	434	39	434	39		
Madison	369	83	28	45	10	175	24	61	18	7	717	53	717	53	717	53	717	53		
Marion	19	34	3	26	3	28	37	70	8	28	233	24	233	24	233	24	233	24		
Marshall	19	50	3	3	3	112	11	13	103	28	207	50	207	50	207	50	207	50		
Mason	164	14	5	44	7	115	11	26	7	2	272	14	272	14	272	14	272	14		
Massac	204	66	5	11	11	137	9	63	10	2	453	99	453	99	453	99	453	99		
McDonough	179	99	10	26	5	187	28	9	6	10	597	53	597	53	597	53	597	53		
McHenry	347	63	12	33	3	241	31	100	7	91	1,251	97	1,251	97	1,251	97	1,251	97		
McLean	577	97	13	65	45	699	20	31	1	17	301	00	301	00	301	00	301	00		
Menard	117	00	22	24	3	55	6	42	18	76	442	28	442	28	442	28	442	28		
Merced	201	28	3	21	3	32	7	3	4	4	103	00	103	00	103	00	103	00		
Monroe	15	00	11	39	5	51	9	13	63	90	451	00	451	00	451	00	451	00		
Montgomery	184	00	7	26	20	50	2	2	7	63	310	67	310	67	310	67	310	67		
Morgan	161	67	10	28	24	49	13	26	22	2	160	60	160	60	160	60	160	60		
Moultrie	7	00	1	9	13	55	11	30	165	15	776	65	776	65	776	65	776	65		
Ogle	450	65	2	8	8	65	11	11	140	16	383	22	383	22	383	22	383	22		
Peoria	37	23	2	29	4	65	6	19	1	6	147	394	147	394	147	394	147	394		
Perry	102	89	5	7	4	141	19	62	16	16	538	00	538	00	538	00	538	00		
Pike	156	00	7	93	1	204	26	89	6	31	643	02	643	02	643	02	643	02		
Pope	59	89	5	34	4	28	8	10	2	5	134	99	134	99	134	99	134	99		
Pulaski	3	00	10	16	5	28	3	10	1	12	87	00	87	00	87	00	87	00		
Putnam	15	94	4	4	3	7	13	33	14	7	846	87	846	87	846	87	846	87		
Randolph	162	87	6	22	9	60	14	19	22	15	306	60	306	60	306	60	306	60		
Richland	150	00	2	11	1	21	1	23	37	35	682	82	682	82	682	82	682	82		
Rock Island	230	82	11	19	7	75	30	10	20	20	240	65	240	65	240	65	240	65		
Saline	30	65	15	55	5	164	12	62	1	9	1,043	64	1,043	64	1,043	64	1,043	64		
Sangamon	680	64	15	93	11	71	14	34	2	23	210	00	210	00	210	00	210	00		
Schuyler	78	01	3	27	1	23	5	12	2	12	143	01	143	01	143	01	143	01		
Scott	85	90	8	9	1	95	12	19	16	43	384	90	384	90	384	90	384	90		
Shelby	123	21	11	26	6	73	31	45	92	165	233	21	233	21	233	21	233	21		
St. Clair	337	85	13	27	18	149	3	20	12	19	541	00	541	00	541	00	541	00		
Stephenson	278	00	14	32	15	46	15	25	35	40	291	83	291	83	291	83	291	83		
Tazewell	85	5	5	19	9	27	17	20	15	35	479	65	479	65	479	65	479	65		
Union	324	65	4	34	1	223	97	140	22	33	1,094	05	1,094	05	1,094	05	1,094	05		
Vermilion	438	05	21	91	27	30	9	6	6	25	114	00	114	00	114	00	114	00		
Wabash	25	00	4	14	10	114	2	12	14	6	266	85	266	85	266	85	266	85		
Washington	78	00	5	23	14	23	3	40	25	127	235	00	235	00	235	00	235	00		
Wayne	520	63	5	106	1	49	38	45	2	3	797	62	797	62	797	62	797	62		
White	239	97	21	46	22	42	38	28	10	10	317	46	317	46	317	46	317	46		
Whiteside	35	46	4	5	6	365	5	10	34	105	2,256	28	2,256	28	2,256	28	2,256	28		
Will	1,04	23	11	53	14	63	40	302	7	8	349	35	349	35	349	35	349	35		
Williamson	12	35	16	63	6	48	18	14	22	249	3	253	28	253	28	253	28			
Winnebago	157	23	9	29	11	50	17	36	1	51	438	22	438	22	438	22	438	22		
Woodford	157	23	9	29	11	50	17	36	1	51	438	22	438	22	438	22	438	22		
Totals	\$21,062	65	\$677	\$3,394	\$985	\$7,222	\$1,558	\$4,074	\$1,427	\$5,525	\$1,823	\$41,767	\$5	\$265	\$22	\$395	\$0	\$1,850	\$45	
																		\$755	\$1,073	\$46

\* Of this amount \$120 was received from teachers of Springfield as fees.

## Summary for 1899—Continued.

TABLE XVIII.—CONTINUED—INSTITUTE FUND—CR.

COUNTIES.	17	18	19	20	21	22	23	24	25	26	27	28
	Paid institute conductors and instructors from institute fund proper.....	Paid institute lecturers from institute fund proper.....	Paid incidental expenses of institute from institute fund proper.....	Total paid from institute fund proper for year ending June 30, 1900.....	Paid institute conductors and instructors from other institute funds.....	Paid institute lecturers from other institute funds.....	Paid incidental expenses of institute from other institute funds.....	Total payments from institute funds for year ending June 30, 1900.....	Commissions retained by county treasurer.....	Balance of institute fund proper on hand June 30, 1900, being in the hands of the county treasurer....	Balance of other institute funds on hand June 30, 1899.....	Total expenditures and balances for year ending June 30, 1900.....
Adams.....	\$351 00	\$15 00	\$18 70	\$334 70	.....	.....	\$15 40	\$334 70	82 91	\$191 45	.....	\$526 15
Alexander.....	142 07	.....	3 31	145 88	.....	.....	.....	160 78	.....	30 18	.....	193 97
Bond.....	101 00	.....	23 25	124 25	.....	.....	.....	124 25	3 38	187 05	.....	314 63
Boone.....	132 90	.....	26 25	159 15	\$26 00	.....	.....	189 15	2 95	169 53	.....	301 63
Brown.....	67 00	.....	24 00	91 00	.....	.....	.....	91 00	.....	333 94	.....	91 94
Bureau.....	230 00	10 00	86 06	326 06	.....	.....	.....	326 06	.....	4 00	.....	659 66
Calhoun.....	110 00	10 00	3 00	123 00	.....	.....	.....	123 00	.....	23 92	.....	127 00
Carroll.....	237 00	32 90	36 36	306 85	.....	.....	.....	306 85	.....	1 68	.....	390 77
Cass.....	125 00	.....	77 90	125 00	175 00	\$30 00	20 00	370 00	2 58	537 50	.....	354 27
Champaign.....	470 00	.....	.....	547 90	.....	.....	.....	547 90	.....	6 44	.....	1,085 40
Christian.....	210 00	31 00	83 50	324 50	.....	.....	.....	324 50	17 31	99 72	.....	282 45
Clark.....	158 33	6 25	18 15	182 73	.....	.....	.....	182 73	.....	88 00	.....	287 00
Clay.....	104 50	25 00	68 50	199 00	.....	.....	.....	169 00	.....	1 69	.....	143 69
Clinton.....	107 00	34 09	141 00	141 00	.....	1 00	.....	142 00	.....	230 95	.....	486 09
Coles.....	205 33	10 00	30 00	245 33	.....	.....	.....	245 33	9 72	437 40	.....	2,719 43
Cook.....	1,968 50	.....	323 53	2,292 03	.....	.....	.....	2,292 03	.....	349 82	.....	543 42
Crawford.....	90 00	16 00	87 50	193 50	.....	.....	.....	193 50	.....	188 00	.....	388 00
Cumberland.....	150 00	.....	50 00	200 00	.....	.....	.....	200 00	.....	314 23	.....	654 00
DeKalb.....	539 77	.....	.....	539 77	.....	.....	.....	539 77	.....	63 00	.....	220 53
DeWitt.....	65 00	.....	5 00	70 00	140 00	.....	10 00	230 00	.....	46 58	.....	588 94
Douglas.....	283 67	.....	15 50	299 17	220 15	18 60	1 75	539 67	2 44	107 44	.....	429 94
DuPage.....	270 00	40 00	12 50	322 50	.....	.....	.....	322 50	.....	186 00	.....	731 25
Edgar.....	170 75	15 00	49 50	235 25	270 00	.....	40 00	645 25	.....	98 42	.....	240 76
Edwards.....	50 00	.....	29 85	79 85	65 00	.....	.....	144 85	2 49	85 00	.....	243 00
Efingham.....	68 00	.....	31 50	99 50	.....	25 00	15 50	140 00	.....	305 00	\$18 00	305 00
Payette.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	209 82	.....	442 92
Ford.....	228 00	.....	5 00	233 00	.....	.....	.....	233 00	.....	164 74	.....	331 25
Franklin.....	40 00	3 15	120 12	163 27	.....	.....	.....	163 27	3 24	.....	.....	.....





## Summary for 1899—Continued.

TABLE XVIII—Concluded.

COUNTIES.	17	18	19	20	21	22	23	24	25	26	27	28
	Paid institute conductors and instructors from institute fund proper.....	Paid institute lecturers from institute fund proper.....	Paid incidental expenses of institute from institute fund proper.....	Total paid from institute fund proper for year ending June 30, 1900.....	Paid institute conductors and instructors from other institute funds.....	Paid institute lecturers from other institute funds.....	Paid incidental expenses of institute from other institute funds.....	Total payments from institute funds for year ending June 30, 1900.....	Commission retained by county treasurer.	Balance of institute fund proper on hand June 30, 1900, being in the hands of the county treasurer....	Balance of other institute funds on hand June 30, 1900.....	Total expenditures and balances for year ending June 30, 1900.....
Rock Island.....	\$328 80	\$84 00	\$10 00	\$392 80				\$392 80		\$290 02		\$682 82
Saline.....	125 00			135 00				135 00		105 65		240 65
Sangamon.....	463 00		102 55	565 55				565 55		600 14		1,165 69
Schnyler.....	225 40		45 45	270 85				270 85		201 06		471 91
Scott.....	153 00		7 50	160 50				160 50	\$1 53	9 68		172 01
Shelby.....	223 95		169 74	393 69				393 69		10 56		404 25
Stark.....	185 00		24 00	209 00				209 00		84 21		293 21
St. Clair.....	240 00		164 00	404 00				404 00		883 31		787 31
Stephenson.....	204 00		62 75	266 75			\$37 38	304 13		226 87		541 00
Tazewell.....	177 00	45 00	17 80	239 80				239 90		51 95		291 85
Union.....	100 00	45 26	45 26	190 52				145 26	3 00	331 39		479 65
Vermillion.....	466 09	28 00	124 50	618 59				618 59		475 46	\$32	1,094 05
Wabash.....	122 00			122 00	\$1 50		39 45	162 95	60	46 00		209 87
Warren.....	210 00		15 50	225 50				225 50		40 86		266 36
Washington.....	424 00	10 00	30 75	464 75				464 75		16 95		481 70
Wayne.....	111 00		104 73	215 73				215 73		581 89		797 62
White.....	150 00		91 27	241 27				241 27	3 74	181 96		426 97
Whiteside.....	226 00		42 40	268 40				268 40		62 34		330 74
Will.....	391 18		264 87	656 05				656 05	15 08	1,585 15		2,256 28
Williamson.....	121 30		30 66	151 96				151 96	4 90	96 42		253 28
Winnebago.....	234 69	30 50	95 42	360 61				350 61		21 27		371 88
Woodford.....	190 00		55 10	245 10				245 10	5 28	187 86		438 22
Totals.....	\$23,252 67	\$790 97	\$4,860 42	\$28,904 06	\$1,172 30	\$80 60	\$384 51	\$30,521 47	\$116 97	\$30,304 70	\$60 32	\$51,003 46

## Summary for 1899—Continued.

TABLE XIX.—HIGH SCHOOL STATISTICS, ENROLLMENT AND GRADUATES.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average daily attendance.			GRADUATES.		
		Males.....			Females.....			Males.....			Females.....			Males.....			Males.....			Total.....			Males.....		
		Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Total.....	Females.....	Total.....	Males.....	Females.....	Total.....
Adams.....	Camp Point.....	14	17	31	5	15	20	4	6	10	7	6	13	...	...	...	30	44	74	56	...	...	4	...	4
Clayton.....	Clayton.....	8	10	18	5	14	8	5	4	9	4	6	10	...	...	...	27	29	56	32	...	...	4	...	8
Clayton.....	Mendon.....	9	5	14	6	2	8	5	4	9	6	7	13	...	...	...	26	18	44	32	...	...	7	...	13
Alexander.....	Quincy.....	36	51	87	40	32	82	8	10	18	7	9	16	...	...	...	50	50	100	139	...	...	8	...	20
Bond.....	Saunder H. S.....	23	48	71	21	32	53	9	27	36	8	20	28	...	...	...	30	140	270	187	...	...	12	...	28
Boone.....	Greenville.....	11	9	20	7	13	17	3	8	11	13	21	34	...	...	...	15	134	249	187	...	...	4	...	7
Boone.....	Soronto.....	11	17	28	4	13	19	10	7	17	12	3	5	...	...	...	39	39	78	63	...	...	2	...	5
Boone.....	South Belvidere.....	2	3	5	4	7	11	2	...	2	...	...	...	...	...	...	62	66	128	112	...	...	1	...	2
Boone.....	North Belvidere.....	18	25	43	7	15	22	14	25	39	16	6	22	...	...	...	32	62	94	88	...	...	6	...	21
Brown.....	Capron.....	15	20	35	14	16	30	12	10	22	6	12	18	...	...	...	43	13	56	74	...	...	1	...	9
Bureau.....	P. T. Sterling.....	29	32	61	22	50	72	14	21	35	7	20	27	...	...	...	94	133	227	210	...	...	13	...	28
Carroll.....	Princeton Township.....	10	14	24	8	16	24	5	13	18	1	7	8	...	...	...	13	42	55	68	...	...	1	...	9
Carroll.....	Lanark.....	10	14	24	8	16	24	5	13	18	1	7	8	...	...	...	13	42	55	68	...	...	1	...	9
Carroll.....	Mount Carroll.....	17	33	50	14	22	36	10	12	22	7	11	18	...	...	...	48	78	126	114	...	...	6	...	16
Cass.....	Savanna.....	17	33	50	14	22	36	10	12	22	7	11	18	...	...	...	48	78	126	114	...	...	6	...	16
Cass.....	Chadwick.....	19	19	38	11	9	20	10	12	22	7	11	18	...	...	...	39	22	61	70	...	...	8	...	16
Cass.....	Shillegville.....	19	19	38	11	9	20	10	12	22	7	11	18	...	...	...	39	22	61	70	...	...	8	...	16
Cass.....	Shannon.....	19	37	56	20	31	41	12	28	40	7	10	17	...	...	...	58	96	154	135	...	...	7	...	19
Cass.....	Verona.....	10	18	28	15	21	36	11	13	24	4	8	12	...	...	...	34	40	74	65	...	...	10	...	17
Cass.....	Chanderville.....	17	18	35	6	9	15	3	11	14	4	8	12	...	...	...	29	32	61	45	...	...	3	...	6
Cass.....	Chanderville.....	10	7	17	5	4	9	2	2	4	...	...	...	...	...	...	18	13	31	24	...	...	1	...	2
Cass.....	Alexandria.....	10	7	17	5	4	9	2	2	4	...	...	...	...	...	...	15	22	37	35	...	...	4	...	9
Champaign.....	Shillegville.....	45	12	57	6	12	18	4	4	8	...	...	...	...	...	...	86	135	221	152	...	...	4	...	13
Champaign.....	Champaign.....	36	48	84	30	37	67	20	28	48	19	25	44	...	...	...	105	188	293	230	...	...	25	...	44
Champaign.....	Champaign.....	6	13	19	6	12	18	2	5	7	...	...	...	...	...	...	14	22	36	22	...	...	2	...	3
Champaign.....	Champaign.....	10	10	20	3	5	8	1	1	2	...	...	...	...	...	...	14	16	30	28	...	...	2	...	4
Champaign.....	Champaign.....	3	7	10	3	5	8	1	1	2	...	...	...	...	...	...	11	16	27	24	...	...	6	...	8
Christian.....	Holmes.....	5	20	25	20	12	32	7	10	17	5	15	20	...	...	...	37	47	84	70	...	...	5	...	10
Christian.....	Holmes.....	5	20	25	20	12	32	7	10	17	5	15	20	...	...	...	37	47	84	70	...	...	5	...	10
Christian.....	Pana.....	26	20	46	23	17	40	14	6	20	13	12	25	...	...	...	76	55	131	...	...	...	8	...	17
Christian.....	Taylorville Township.....	26	20	46	23	17	40	14	6	20	13	12	25	...	...	...	76	55	131	...	...	...	8	...	17

## Summary for 1899—Continued.

TABLE XIX.—Continued.

COUNTIES.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average daily attendance	GRADUATES.			
	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....					
HIGH SCHOOLS.	Edinburg.....	7	6	13	4	10	3	4	7	3	11	16	17	33	30	38	68	82	140	2	7	9	
	Marshall.....	11	22	33	4	16	20	11	13	24	7	14	21	14	32	46	60	76	136	6	16	22	
	Martinsville.....	8	6	14	4	9	13	2	8	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
	Cassey.....	4	13	17	4	14	18	3	6	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
	Westfield.....	3	4	7	5	8	13	5	5	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
	Flora.....	16	7	23	10	14	24	14	8	22	6	3	9	13	32	43	75	62	135	3	8	11	
	Carlyle.....	13	15	28	8	13	21	13	11	24	2	3	5	27	32	59	45	55	100	2	2	4	
	Mattoon.....	38	50	88	21	40	61	13	24	37	3	11	14	75	125	200	145	145	290	22	22	44	
	Charleston.....	42	60	102	20	33	53	14	17	31	11	22	33	87	132	219	199	199	398	11	11	22	
	Oakland.....	3	7	10	2	2	4	1	1	2	1	5	6	6	25	31	56	31	26	1	4	5	
COOK.	Austin.....	67	117	184	32	64	96	25	53	78	10	31	41	134	265	399	318	318	636	10	29	39	
	Alumet.....	57	72	129	33	58	91	19	43	62	9	24	33	118	197	315	296	296	592	8	19	27	
	Englewood.....	137	313	450	78	203	281	49	114	163	38	99	137	302	729	1,031	882	882	1,764	17	79	96	
	English High and Man	304	342	646	170	295	465	108	184	292	103	166	577	1,472	2,049	1,472	2,944	577	1,472	2,944	77	148	225
	Hyde Park.....	42	73	115	22	46	68	15	27	42	10	37	47	89	183	272	237	237	474	36	46	82	
	Jefferson.....	40	89	129	28	54	82	12	25	37	10	40	50	90	233	323	291	291	582	9	40	49	
	Lake View.....	113	298	411	81	194	275	46	128	174	33	198	231	273	728	1,001	874	874	1,748	35	89	124	
	Marshall.....	55	192	247	39	128	167	29	91	120	15	47	62	138	458	596	505	505	1,010	12	44	56	
	Medill.....	113	142	255	45	91	136	33	46	79	17	46	63	208	325	533	460	460	920	14	44	58	
	North Division.....	71	175	246	42	92	134	22	60	82	13	63	76	148	390	538	466	466	932	13	61	74	
Southwest Division.....	122	288	410	69	186	255	25	93	118	24	80	104	240	656	896	755	755	1,510	25	40	65		
TOWNSHIPS.	South Chicago.....	65	78	143	24	59	83	14	54	68	7	40	47	110	231	341	313	313	626	5	40	45	
	South Division.....	113	251	364	70	149	219	31	115	146	33	76	109	247	591	898	724	724	1,448	24	76	100	
	West Division.....	111	320	431	65	249	314	39	167	206	38	120	158	253	856	1,109	973	973	30	104	134		
	Oak Park.....	58	51	109	29	49	78	11	17	28	24	50	74	122	167	289	251	251	19	41	60		
	Thornton Township.....	18	36	54	16	21	37	9	15	24	8	14	22	51	78	129	105	105	7	6	13		
	Worth Township.....	21	30	51	5	16	21	10	10	20	6	12	18	42	68	110	86	86	4	13	17		
	Lyons Township.....	45	38	83	17	28	45	14	19	33	7	15	22	83	100	183	155	155	4	8	12		
	Chicago Heights.....	18	18	36	4	18	22	3	7	10	6	6	12	31	49	80	65	65	5	6	11		
	Clyde Township.....	15	11	26	7	9	16	3	7	10	6	4	10	31	62	93	52	52	6	4	10		
	Palatine.....	4	10	14	4	8	12	1	4	5	1	4	5	10	26	36	52	52	30	3	1	4	



## Summary for 1900—Continued.

TABLE XIX—Continued.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average daily at- tendance.....			GRADUATES.		
		Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....			
Hancock.....	Augusta.....	5	5	10	4	8	12	2	10	12	2	10	12	2	10	12	13	33	46	39	1	8	9		
Henderson.....	Hamilton.....	7	12	19	7	20	27	3	10	13	3	10	16	3	10	16	23	52	75	53	5	10	15		
Henry.....	Bigeview Township..	16	9	25	9	10	19	4	6	10	9	7	16	1	25	38	38	76	70	60	8	7	15		
	Kewanee.....	42	66	108	30	34	64	18	25	43	12	14	26	9	16	25	111	155	266	233	30	15	24		
	Galva.....	21	17	38	9	14	23	6	11	17	3	6	9	3	6	9	39	48	87	76	2	5	7		
	Cambridge.....	10	11	21	13	7	20	11	13	24	3	7	10	3	6	9	37	38	75	60	3	7	10		
	Geneseo.....	21	31	52	13	19	32	6	10	16	3	6	9	3	6	9	43	63	106	87	3	8	16		
	Waukega.....	17	21	38	12	7	19	9	7	16	7	13	20	6	10	16	45	48	93	80	6	10	16		
	Milford.....	7	5	12	7	5	12	7	8	11	7	8	11	7	8	11	15	17	32	28	1	6	7		
	Sheldon.....	12	10	22	11	10	21	8	10	18	5	6	11	5	6	11	36	36	72	63	4	5	9		
	Gilman.....	1	11	12	4	8	12	1	12	3	3	3	3	6	6	9	9	24	33	31	3	3	6		
	Onarga.....	10	12	22	14	11	25	5	12	17	6	7	13	3	6	9	35	42	77	64	6	7	13		
	Logan, Murphysboro..	20	35	55	8	16	24	5	3	8	9	6	9	3	6	9	36	60	96	75	3	6	9		
Jackson.....	Newton.....	6	11	17	3	5	8	4	3	7	3	5	8	4	6	10	20	30	50	45	3	4	7		
Jasper.....	Mt. Vernon.....	30	46	76	20	16	36	9	12	21	5	12	17	3	6	9	64	86	150	135	5	12	17		
Jefferson.....	Jersey.....	31	34	65	29	29	58	14	15	29	11	12	23	3	6	9	85	90	175	160	11	11	22		
Jo Daviess.....	Jetteville.....	18	15	34	10	8	18	3	4	12	6	5	11	3	6	9	42	33	75	66	4	7	11		
	Galena.....	15	10	25	6	5	11	3	6	9	3	6	9	3	6	9	19	21	40	30	3	6	9		
	Warren.....	5	3	8	12	12	24	14	7	21	8	3	11	1	2	40	26	66	65	7	1	8			
Johnson.....	Vienna.....	35	52	87	28	33	61	42	40	82	31	51	82	1	1	136	176	312	261	14	26	40			
Kane.....	East Aurora.....	35	87	122	20	22	42	23	17	40	10	24	34	10	24	34	88	101	189	163	9	20	29		
	West Aurora.....	32	38	70	20	22	42	23	17	40	10	24	34	10	24	34	88	101	189	163	9	20	29		
	East Batavia.....	4	7	11	8	13	21	4	17	21	3	10	13	3	6	9	16	37	53	43	3	4	7		
	West Batavia.....	4	7	11	8	13	21	4	17	21	3	10	13	3	6	9	16	37	53	43	3	4	7		
	Geneva.....	5	4	9	3	5	8	3	7	10	3	5	8	3	6	9	13	13	26	23	2	1	3		
	St. Charles.....	8	10	18	6	13	21	2	2	7	3	5	8	3	6	9	18	24	42	36	2	4	4		
	Elgin.....	12	13	25	9	10	19	6	7	13	5	5	10	3	6	9	27	35	62	54	4	4	4		
	Dundee.....	63	103	166	56	72	128	38	58	96	21	59	80	1	1	178	233	471	390	13	41	54			
Kankakee.....	Kankakee.....	12	13	25	7	14	21	3	10	13	5	4	9	3	6	9	24	44	68	55	5	5	9		
	Monmouth Union.....	25	40	65	20	27	47	10	28	38	8	15	23	3	6	9	63	110	173	150	8	14	22		
	Kendall.....	5	10	15	6	11	17	8	13	21	7	13	20	3	6	9	26	47	73	70	7	13	20		
	Bradley.....	4	4	8	1	5	10	1	1	10	1	1	10	1	1	10	6	7	21	21	2	2	2		
	Oswego.....	6	7	13	1	4	5	4	5	3	3	3	3	3	3	3	7	14	21	18	3	3	3		
	Yorkville.....	13	19	32	11	10	21	3	5	8	9	1	10	1	1	10	36	26	62	57	9	10	10		
	Plano.....	9	17	26	11	11	15	4	6	10	4	6	10	4	6	10	21	20	40	52	4	5	5		



## Summary for 1900—Continued.

TABLE XIX—Continued.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average daily attendance.....			GRADUATES.		
		Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....				Males.....	Females.....	Total.....
McHenry.....	Blandinsville.....	8	12	20	22	13	9	6	8	14	.....	.....	.....	.....	.....	.....	23	33	56	53	6	8	14	14	14
	Bushnell.....	10	20	32	13	4	4	4	10	14	.....	.....	.....	.....	.....	.....	20	20	39	59	6	4	10	14	14
	Colchester.....	10	5	15	7	4	11	3	15	18	.....	.....	.....	.....	.....	.....	20	24	44	38	3	3	6	9	15
	Woodstock.....	14	32	46	5	14	19	5	10	15	.....	.....	.....	.....	.....	.....	31	60	91	84	7	4	11	11	11
	Marengo.....	11	29	40	2	.....	2	8	14	22	.....	.....	.....	.....	.....	.....	27	45	72	66	6	2	8	8	8
	Nunda and Crystal Lake	2	7	9	10	4	14	2	4	6	.....	.....	.....	.....	.....	.....	14	14	28	28	1	4	5	5	5
	Hebron.....	13	17	30	10	20	12	.....	5	6	.....	.....	.....	.....	.....	.....	23	37	60	41	.....	.....	.....	.....	.....
	Huntley.....	4	5	9	3	5	8	3	3	6	.....	.....	.....	.....	.....	.....	7	19	26	24	.....	.....	.....	.....	.....
	Richmond.....	4	8	12	3	8	11	3	9	12	.....	.....	.....	.....	.....	.....	10	16	26	23	.....	.....	.....	.....	.....
	McHenry.....	9	23	32	13	18	31	3	9	12	.....	.....	.....	.....	.....	.....	29	54	83	70	4	4	8	8	8
McLean.....	Harvard.....	11	9	20	4	5	9	4	4	8	.....	.....	.....	.....	.....	.....	19	18	37	31	4	4	8	8	8
	Normal.....	24	21	45	15	19	34	10	9	19	.....	.....	.....	.....	.....	.....	59	60	119	99	10	11	21	21	21
	Bloomington.....	52	85	137	33	71	104	49	55	104	.....	.....	.....	.....	.....	.....	147	237	384	334	13	26	39	39	39
	Chenosa.....	6	10	16	1	5	6	1	2	3	.....	.....	.....	.....	.....	.....	11	19	30	28	3	3	6	6	6
	Saybrook.....	2	10	12	7	8	15	3	3	6	.....	.....	.....	.....	.....	.....	12	26	38	30	2	2	4	4	4
	Dayvers.....	4	3	7	8	5	13	3	3	6	.....	.....	.....	.....	.....	.....	15	21	36	16	3	3	6	6	6
	McLean.....	6	9	15	6	15	21	3	9	12	.....	.....	.....	.....	.....	.....	14	21	35	35	2	2	4	4	4
	Lexington.....	14	18	32	6	8	14	3	9	12	.....	.....	.....	.....	.....	.....	26	39	65	62	3	3	6	6	6
	Gridley.....	17	15	32	10	11	21	6	12	18	.....	.....	.....	.....	.....	.....	35	42	77	60	2	2	4	4	4
	Stanford.....	3	7	10	4	7	11	5	19	24	.....	.....	.....	.....	.....	.....	12	33	45	38	.....	.....	.....	.....	.....
Menard.....	Colfax.....	7	6	13	6	3	9	1	6	7	.....	.....	.....	.....	.....	.....	14	15	29	22	.....	.....	.....	.....	.....
	H. yworth.....	6	14	20	4	7	11	1	7	8	.....	.....	.....	.....	.....	.....	14	30	44	38	3	3	6	6	6
	Petersburg.....	5	16	21	12	13	25	3	8	11	.....	.....	.....	.....	.....	.....	16	19	35	27	1	1	2	2	2
	Athens.....	6	12	18	11	14	25	6	10	16	.....	.....	.....	.....	.....	.....	25	37	62	53	3	3	6	6	6
	Greenville.....	5	14	19	5	7	12	1	6	7	.....	.....	.....	.....	.....	.....	16	38	54	41	.....	.....	.....	.....	.....
Mercer.....	Tallula.....	5	10	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	30	42	38	1	3	4	4	4
	Albion.....	25	29	54	26	32	58	14	18	32	.....	.....	.....	.....	.....	.....	75	95	170	148	8	16	24	24	24
	Keithsburg.....	6	8	14	7	3	10	9	17	26	.....	.....	.....	.....	.....	.....	22	19	41	35	.....	.....	.....	.....	.....
Montgomery..	Viola.....	10	15	25	5	8	13	3	9	12	.....	.....	.....	.....	.....	.....	18	32	50	43	.....	.....	.....	.....	.....
	Litchfield.....	24	33	57	10	20	30	9	14	23	.....	.....	.....	.....	.....	.....	50	80	130	120	5	13	18	18	18
	Hillsboro.....	18	26	44	6	4	10	1	5	6	.....	.....	.....	.....	.....	.....	31	40	71	67	6	6	11	11	11
	Nokomis.....	19	17	36	4	6	12	1	3	7	.....	.....	.....	.....	.....	.....	30	50	80	60	3	3	6	6	6

Morgan.....	Jacksonville.....	177	208	225	11	19	30
Waverly.....	Waverly.....	48	77	70	..	11	7
Meredosa.....	Meredosa.....	15	47	35	3	8	11
Chapin.....	Chapin.....	23	23	21	2	8	8
Franklin.....	Franklin.....	12	24	20	8	10	8
Sullivan.....	Sullivan.....	56	59	68	50	4	18
Lovington.....	Lovington.....	29	39	50	4	6	10
Rockledge.....	Rockledge.....	32	38	70	61	9	19
Ogle.....	Ogle.....	43	43	86	78	..	..
Forreston.....	Forreston.....	22	28	50	44	2	7
Polo.....	Polo.....	44	46	90	84	1	12
Byron.....	Byron.....	19	21	40	36	1	9
Mt. Morris.....	Mt. Morris.....	16	23	39	35	3	6
Brimfield.....	Brimfield.....	14	26	40	34	4	12
Chillicothe.....	Chillicothe.....	19	51	70	59	2	14
Elmwood.....	Elmwood.....	34	49	76	69	2	2
Peoria.....	Peoria.....	182	369	551	474	16	57
Princeville.....	Princeville.....	15	27	25	..	1	1
DuQuoin.....	DuQuoin.....	50	56	106	94	6	13
Pinckneyville.....	Pinckneyville.....	23	23	46	40	5	8
Monticello.....	Monticello.....	35	35	70	58	5	15
Bement.....	Bement.....	24	30	54	50	5	13
Cerro Gordo.....	Cerro Gordo.....	20	20	40	35	7	12
Atwood.....	Atwood.....	10	22	32	21	8	8
Man-field.....	Man-field.....	11	32	32	23	1	7
Pittsfield.....	Pittsfield.....	40	50	90	75	4	14
Griggsville.....	Griggsville.....	24	34	58	47	2	11
Barry.....	Barry.....	30	31	61	52	3	6
Perry.....	Perry.....	18	36	34	5	1	6
Lowell (Mound City).....	Lowell (Mound City).....	16	44	60	47	1	7
Pulaski.....	Pulaski.....	80	106	186	142	6	17
Randolph.....	Randolph.....	21	37	58	40	7	12
Chester.....	Chester.....	39	91	130	113	2	15
Olney.....	Olney.....	202	310	269	13	22	35
Rock Island.....	Rock Island.....	177	248	237	6	17	23
Moline.....	Moline.....	505	505	440	16	51	67
Springfield.....	Springfield.....	39	62	101	82	2	13
Rushville Union.....	Rushville Union.....	50	53	103	72	3	14
Winchester.....	Winchester.....	40	74	114	88	5	17
Shelbyville.....	Shelbyville.....	21	46	73	50	4	14
Toulon.....	Toulon.....	27	46	73	50	4	10
Wyoming.....	Wyoming.....	32	55	43	4	5	9
Bradford.....	Bradford.....	23	32	55	43	4	9
Bellevue "Central".....	Bellevue "Central".....	128	128	200	14	30	44
E. St. Louis "Rock".....	E. St. Louis "Rock".....	95	107	163	121	8	17
E. St. Louis "Monroe".....	E. St. Louis "Monroe".....	56	55	52	52	8	8
Mascoutah.....	Mascoutah.....	18	20	38	35	..	5
Lebanon.....	Lebanon.....	14	23	37	..	1	7



## Summary for 1900—Continued.

TABLE XIX—Concluded.

COUNTIES.	HIGH SCHOOLS.	FIRST YEAR.			SECOND YEAR.			THIRD YEAR.			FOURTH YEAR.			FIFTH YEAR.			TOTAL.			Average daily attendance.....			GRADUATES.		
		Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....
Stephenson	Freeport	40	54	94	23	39	62	16	30	46	15	22	37	2	5	7	96	150	246	218	12	20	32	12	20
Tazewell	Lena	9	10	19	3	4	7	4	5	9	3	3	6	12	1	1	13	19	28	47	40	1	9	10	19
Union	Pekin	12	37	49	11	23	34	5	17	22	6	13	19	19	1	1	34	90	124	116	6	13	19	6	13
	Washington	8	23	31	8	16	24	7	13	20	7	13	20	26	1	1	17	44	61	54	1	13	14	1	13
	Delavan	17	20	37	9	16	25	7	6	13	7	19	26	11	1	1	40	60	101	88	7	19	18	7	19
	Anna	11	14	25	5	13	18	9	12	21	8	18	26	11	1	1	28	47	75	53	3	7	10	3	7
	Cobden	4	14	18	8	14	22	3	6	9	1	4	5	2	1	1	16	38	54	47	1	4	5	1	4
	Jonesboro	11	11	22	8	9	17	1	6	7	1	2	3	2	1	1	8	28	36	31	3	2	2	3	2
Vermillion	Danville	67	117	184	34	40	74	11	22	33	5	20	25	2	1	1	117	199	316	262	8	20	28	8	20
	Hoopston	13	22	35	5	14	19	11	5	16	3	3	6	6	1	1	32	44	76	68	3	3	6	3	3
	Rossville	14	4	18	11	8	19	2	2	4	5	4	9	9	1	1	32	18	50	42	4	3	7	4	3
Wabash	Georgetown	1	3	4	6	30	36	3	4	7	8	3	11	5	1	1	8	12	20	19	2	2	2	2	2
Warren	Mt. Carmel	26	21	47	27	32	59	16	4	12	16	6	22	28	1	1	42	85	127	91	6	13	19	6	13
	Monmouth	38	54	92	27	32	59	16	4	12	16	6	22	28	1	1	90	148	238	202	9	19	28	9	19
	Alexis	16	8	24	2	11	13	11	11	22	11	11	22	30	1	1	18	30	48	26	1	9	9	1	9
	Kirkwood	9	4	13	4	5	9	7	8	15	8	8	16	16	1	1	13	9	22	19	8	8	16	8	16
Washington	Nashville	16	17	33	13	14	27	7	8	15	8	8	16	16	1	1	44	47	91	78	8	8	16	8	16
	Ashley	4	6	10	5	6	11	2	5	7	1	1	2	2	1	1	12	14	26	23	2	2	2	2	2
White	Grayville	7	15	22	5	6	11	4	5	9	3	7	9	9	1	1	18	33	51	48	2	1	3	2	1
	Carmi	14	20	34	10	16	26	8	10	18	7	5	12	12	1	1	39	51	90	88	5	5	10	5	5
Whiteside	Sterling and Colesma.	48	80	128	36	41	77	20	24	44	7	20	27	27	1	1	85	144	229	193	5	18	23	5	18
	Twps.	32	20	52	5	15	20	8	6	14	6	7	13	13	1	1	31	48	79	71	6	7	13	6	7
	Rock Falls	12	20	32	5	15	20	8	6	14	6	7	13	13	1	1	13	38	51	50	1	4	5	1	4
	Fulton	5	29	34	5	12	17	1	3	4	2	3	5	5	1	1	13	38	51	50	1	4	5	1	4
	Morrison	22	11	33	7	15	22	10	13	23	2	9	11	11	1	1	41	48	89	70	2	9	11	2	9
	Prophetstown	7	9	16	5	8	13	4	6	9	4	13	17	17	1	1	30	35	65	50	1	10	11	1	10
Will	Williamstown	13	9	22	4	10	14	6	6	12	7	6	13	13	1	1	30	31	61	51	4	6	10	4	6
	Plainfield	6	12	18	3	7	10	6	11	17	3	4	7	7	1	1	15	30	45	42	4	11	15	4	11
	Joliet Twp	88	130	218	49	63	112	30	44	74	33	43	76	76	1	1	200	280	480	382	20	28	48	20	28
	Lockport	3	9	12	9	2	11	7	13	20	12	20	32	32	1	1	31	44	75	69	3	9	12	3	9
Williamson	Marion	11	19	30	9	11	20	9	4	13	13	13	26	26	1	1	29	34	63	58	3	9	12	3	9

Winnebago...	66	130	106	40	99	130	391	631	63	25	46	71	2	4	6	163	842	505	417	23	45	63
Rockford...	6	1	7	6	7	13	3	5	19	4	4	8	...	...	...	13	17	36	28	1	1	6
Winnebago...	7	15	22	6	11	17	6	4	10	...	...	...	...	...	...	13	30	49	45	6	1	10
Pecatonica...	3	6	8	4	6	10	3	3	6	...	...	3	...	...	...	10	17	27	17	...	3	10
Rockton...	11	13	24	4	8	12	4	4	8	...	...	...	...	...	...	19	23	44	38	3	4	7
Durand...	13	16	31	7	9	16	2	8	10	7	3	10	...	...	...	31	36	67	60	6	3	9
Minonk...	11	15	26	10	8	18	5	4	9	...	...	...	...	...	...	26	27	53	47	5	3	9
Gureks...	4	6	10	4	9	13	5	5	10	8	3	11	...	...	...	21	23	44	35	7	3	9
El Paso, East...	8	11	19	11	14	25	9	10	19	...	...	...	...	...	...	28	43	71	62	...	3	9
El Paso, West...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6,322	9,022	15,354	4,053	6,453	10,536	2,749	4,869	7,618	1,604	3,168	4,772	158	800	458	14,938	23,522	38,758	32,577	1,608	3,350	4,948

\*Irregular students.

†Special students.

## Summary of 1900—Continued.

TABLE XX.—HIGH SCHOOL STATISTICS—MONTHS TAUGHT; WAGES; COST PER PUPIL; VALUE OF BUILDINGS, LIBRARIES AND APPARATUS, ETC.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Class of school—1, 2, 3 or 4.	No. of years in course of study	No. of teachers	No. of months schools were in session	Highest monthly wages paid	Lowest monthly wages paid	Average monthly wages paid	Amount paid high school teachers	Amount of incidental expenses	Cost per pupil enrolled for tuition	Cost per pupil enrolled for tuition and incidental expenses	Cost per pupil on average enrollment for tuition	Cost per pupil on average enrollment for tuition and incidental expenses	Value of school buildings, sites and furniture	No. of volumes in library	Value of library and apparatus	Amount of any endowment
Adams.....	2	4	3	9	\$125 00	\$45 00	\$75 00	\$1,840 00	\$300 00	\$28 31	\$49 77	\$39 00	\$38 21	500	500	\$300	.....
Clayton.....	4	4	2	10	100 00	40 00	60 00	1,020 00	340 00	18 20	24 45	24 28	32 38	.....	400	300	.....
Payson.....	4	4	2	10	90 00	35 00	62 50	1,000 00	20 00	22 72	23 18	24 31	31 88	.....	345	230	.....
Mendon.....	4	4	2	10	85 00	35 00	60 00	960 00	250 00	20 42	25 73	24 10	31 03	.....	225	300	.....
Quincy.....	4	4	2	9	150 00	50 00	84 11	7,570 00	1,000 00	32 91	37 26	37 84	42 95	\$40,000	700	2,000	\$500
Alexander.....	4	4	2	9	133 33	50 00	73 99	4,265 50	819 12	30 40	29 32	27 76	27 13	38,000	1,001	2,800	.....
Cairo.....	4	4	2	9	90 00	57 50	73 75	1,327 50	409 56	25 04	32 24	27 65	36 18	.....	310	900	.....
Bond.....	4	4	2	8	75 00	50 00	64 37	1,648 00	220 00	24 61	31 54	26 26	34 17	.....	680	900	.....
Greenville.....	4	4	2	8	65 00	35 00	50 00	320 00	90 00	26 56	27 73	30 91	32 27	.....	133	50	.....
Boone.....	4	4	2	8	190 00	50 00	82 00	3,400 00	150 00	26 56	27 73	30 91	32 27	.....	350	750	.....
South Belvidere.....	4	4	2	8	130 00	50 00	80 00	1,750 00	75 00	17 85	18 62	20 58	21 47	.....	225	350	.....
North Belvidere.....	4	4	2	8	130 00	50 00	80 00	1,750 00	75 00	17 85	18 62	20 58	21 47	.....	150	190	.....
Capron.....	4	4	2	8	125 00	40 00	82 50	485 00	45 00	18 27	20 38	24 25	26 50	.....	700	400	.....
Brown.....	4	4	2	8	125 00	40 00	82 50	1,400 00	125 00	15 00	15 80	20 00	21 14	50,000	2,000	5,000	1,000
Mt. Sterling.....	4	4	2	8	124 73	60 00	81 42	8,142 50	6,331 35	32 96	38 90	38 77	68 92	.....	500	1,500	.....
Bureau.....	4	4	2	8	122 22	55 00	80 68	1,710 00	300 00	36 72	31 40	29 48	34 65	.....	500	1,500	.....
Carroll.....	4	4	2	8	111 11	50 00	77 00	1,890 00	150 00	36 52	39 78	48 00	52 28	.....	500	1,500	.....
Lanark.....	4	4	2	8	75 00	45 00	55 00	1,890 00	300 00	15 39	16 71	18 28	19 84	.....	300	1,000	.....
Savanna.....	4	4	2	8	65 00	45 00	65 00	1,890 00	300 00	15 39	16 71	18 28	19 84	.....	431	275	.....
Chadwick.....	4	4	2	8	90 00	50 00	70 00	1,100 00	155 00	15 71	17 33	19 04	21 63	.....	520	600	.....
Milledgeville.....	4	4	2	8	90 00	50 00	70 00	1,100 00	155 00	15 71	17 33	19 04	21 63	.....	500	600	.....
Shannon.....	4	4	2	8	80 00	50 00	65 00	720 00	50 00	20 57	22 00	24 00	25 66	.....	1,400	2,200	.....
Heardstown.....	4	4	2	8	65 00	55 00	68 00	2,475 00	202 50	16 00	17 00	18 00	19 50	.....	500	1,000	.....
Virginia.....	4	4	2	8	100 00	55 00	75 00	1,800 00	150 00	24 00	26 00	28 00	29 00	.....	75	200	.....
Chandlerville.....	4	4	2	8	80 00	50 00	65 00	1,040 00	25 00	17 00	17 50	20 00	23 50	.....	150	200	.....
Arensville.....	4	4	2	8	90 00	70 00	70 00	1,560 00	90 00	18 00	20 00	23 00	27 00	.....	412	800	.....
Ashland.....	4	4	2	8	90 00	60 00	75 00	1,275 00	125 00	34 45	37 83	36 43	40 00	.....	412	800	.....

Champaign.....	Urbana.....	1,098	400
	Champaign.....	1,000	250
	Kankakee.....	1,000	160
	Mahomet.....	1,000	284
	Tolono.....	1,000	525
	Homer.....	1,000	400
Christian.....	Pana.....	1,000	400
	Fairbury Twp.....	1,000	500
	Edwards Twp.....	1,000	103
	Marshallville.....	1,000	200
Clark.....	Cassidy.....	1,000	175
	Westfield.....	1,000	100
	Flora.....	1,000	150
Clay.....	Carlyle.....	1,000	1,500
Clinton.....	Mattoon.....	1,000	2,000
Coles.....	Charlton.....	1,000	2,000
	Oakland.....	1,000	400
Cook.....	Aurora.....	1,000	1,850
	Galena.....	1,000	2,000
	Englewood.....	1,000	2,000
	King High and Manual.....	1,000	2,000
	Hyde Park.....	1,000	2,000
	Jefferson.....	1,000	2,000
	Lake View.....	1,000	2,000
	Marshall.....	1,000	2,000
	Medill.....	1,000	2,000
	North Division.....	1,000	2,000
	South Division.....	1,000	2,000
	West Division.....	1,000	2,000
	Oak Park.....	1,000	2,000
	Thornton Twp.....	1,000	2,000
	Worth Twp.....	1,000	2,000
	Lyons Twp.....	1,000	2,000
	Chicago Heights.....	1,000	2,000
	Clyde Twp.....	1,000	2,000
	Riverside.....	1,000	2,000
	Palatine.....	1,000	2,000
	Evanston Twp.....	1,000	2,000
Crawford.....	Robinson.....	1,000	2,000
DeKalb.....	Sycamore.....	1,000	2,000
	Bushong.....	1,000	2,000
	Shabbona.....	1,000	2,000
	De Kalb.....	1,000	2,000
	Genoa.....	1,000	2,000
	Nomonauk.....	1,000	2,000
De Witt.....	Clinton.....	1,000	2,000
	Farmer City.....	1,000	2,000
	Weldon.....	1,000	2,000

## Summary for 1900—Continued.

TABLE XX—Continued.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COUNTIES.	HIGH SCHOOLS.																
	Class of school,*1,2,3 or 4.																
	No. of years in course of study.																
	No. of teachers.																
	No. of months schools were in session.																
	Highest monthly wages paid.																
	Lowest monthly wages paid.																
	Average monthly wages paid.																
	Amount paid high school teachers.																
	Amount of incidental expenses.																
	Cost per pupil enrolled for tuition.																
	Cost per pupil enrolled for tuition and incidental expenses.																
	Cost per pupil on average enrollment for tuition and incidental expenses.																
	Value of school buildings, sites and furniture.																
	No. of volumes in library.																
	Value of library and apparatus.																
	Amount of any endowment.																
Douglas.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arcola.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Newman.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Wheaton.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Hinsdale.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Downer's Grove.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ellsworth.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Naperville.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Elmhurst.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Paris.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Albion.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Edgar.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Edwards.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Edinham.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Fingham.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Vandalla.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Paxton.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Gibson City.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Benton.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Canton.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Lewistown.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Farmington.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Astoria.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Cuba.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ipava.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Avon.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
South Vermont.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
North Vermont.....	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

[illegible]



Deatur.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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## Summary for 1900—Continued.

TABLE XX—Continued.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COUNTIES.	HIGH SCHOOLS.																
	Class of schools, †1, 2, 3 or 4																
	No. of years in course of study																
	No. of teachers																
	No. of months schools were in session																
	Highest monthly wages paid																
	Lowest monthly wages paid																
	Average monthly wages paid																
	Amount paid high school teachers																
	Amount of incidental expenses																
	Cost per pupil enrolled for tuition																
	Cost per pupil enrolled for tuition and incidental expenses																
	Cost per pupil on average enrollment for tuition and incidental expenses																
	Value of school buildings, sites and furniture																
	No. of volumes in library																
	Value of library and apparatus																
	Amount of any endowment																
Montgomery	Litchfield	4	5	9	\$90	\$55	\$63	\$2,295	\$160	00	\$17	\$86	\$19		240	\$500	
	Hillsboro	4	3	8	80	55	67	1,120	80	00	15	90	16		600	250	
	Nokomis	4	3	8	55	50	67	1,760	80	00	18	30	19		400	200	
Morgan	Jacksonville	4	3	8	122	100	78	4,925	800	00	18	37	21	\$15,000	500	500	
	Waverly	4	3	9	100	50	75	1,200	50	00	15	23	17		278	305	
	Meredosia	4	3	8	75	50	75	680	106	00	12	76	13		110	170	
	Chapin	4	3	8	85	50	85	680	106	00	29	36	34		297	250	
	Franklin	4	3	8	100	50	65	1,040	100	00	43	33	47		300	150	
Moultrie	Sullivan	4	3	8	90	50	70	1,680	100	00	19	61	19		450	450	
	Lovington	4	3	9	100	50	94	1,120	197	00	16	47	19		450	150	
Ogle	Rochelle	4	3	9	155	55	75	1,900	100	00	27	14	30		145	15	
	Oregon	4	3	9	111	45	75	1,710	100	00	27	14	30		1,000	600	
	Forreston	4	3	9	166	65	92	1,150	100	00	23	20	23		250	200	
	Polo	4	3	9	111	45	92	2,475	125	00	23	20	23		564	500	
	Byron	4	3	9	100	45	72	1,905	176	64	32	62	37		150	500	
	Mt. Morris	4	3	9	80	45	50	1,165	50	00	29	57	31		200	200	
Peoria	Brimfield	4	3	9	70	45	70	680	12	75	15	68	18		178	100	
	Chillicothe	4	3	9	111	45	70	1,200	19	50	17	42	19		300	300	
	Elmwood	4	3	8	137	50	98	1,660	300	00	19	33	24		917	500	
	Peoria	4	3	8	220	45	55	18,600	3,000	00	33	21	38		3,000	4,500	
	Princeton	4	3	8	65	45	55	1,720	100	00	23	23	24		215	350	
Perry	DuQuoin	4	3	8	125	45	75	1,900	75	00	16	16	19		125	200	
	Pluckneyville	4	3	8	100	45	75	1,900	15	00	17	17	20		895	200	

[illegible]

## Summary for 1900- Continued.

TABLE XX-Continued.

COUNTIES.	HIGH SCHOOLS.																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Class of school, †1, 2, 3 or 4.	No. of years in course of study.	No. of teachers.	No. of months schools were in session.	Highest monthly wages paid.	Lowest monthly wages paid.	Average monthly wages paid.	Amount* paid high school teachers.	Amount of incidental expenses.	Cost per pupil enrolled for tuition.	Cost per pupil enrolled for tuition and incidental expenses.	Cost per pupil on average enrollment for tuition.	Cost per pupil on average enrollment for tuition and incidental expenses.	Value of school buildings, sites and furniture.	No. of volumes in library.	Value of library and apparatus.	Amount of any endowment.
Wilmington.	1	4	3	3	\$111	\$45	\$65	\$1,755	\$100	\$25	\$77	\$30	\$41	\$36	600	\$500	
Plainfield.	2	3	2	9	100	45	72	1,305	20	20	29	44	31	215,000	150	200	
Johnston.	3	4	14	9.5	122	68	89	1,850	950	24	68	26	67		504	4,000	
Lockport.	1	4	3	10	120	45	71	1,350	50	18	56	19	56		625	500	
Marion.	1	4	3	8	150	40	68	1,240	500	19	70	20	25		400	550	
Rockford.	1	4	15	10	180	40	60	1,100	500	22	60	22	61	50,200	1,525	3,500	
Winnabago.	1	4	9	9	150	50	65	965	107	14	38	20	35		200	500	
Winona.	2	3	21	9	105	55	80	852	100	19	50	21	24		300	300	
Rockton.	2	3	21	9	125	72	90	1,070	177	16	46	28	50		500	300	
Winnetka.	2	3	21	9	125	72	90	1,070	177	16	46	28	50		500	300	
Durand.	2	3	21	9	125	72	90	1,070	177	16	46	28	50		500	300	
Minong.	2	3	21	8.5	117	65	91	1,552	210	13	37	32	87		500	300	
Woodford.	2	3	21	8	100	40	70	1,120	200	13	36	30	88		500	300	
El Paso.	2	3	21	8.5	80	50	65	1,062	50	60	21	34	27		220	400	
El Paso (East).	2	3	21	8	80	50	65	1,062	50	60	21	34	27		220	400	
El Paso (West).	2	3	21	8	80	50	65	1,062	50	60	21	34	27		220	400	
Totals.			1,403		\$350	\$15		\$1,136,886	\$214,387	\$29	\$32	\$34	\$6	\$3,514,547	166,695	\$290,249	\$1,500

\* Per month.

† Class of high school designated by number. (1. Managed by board of education under special charter. 2. Under board of education operating under the general law. 3. Township high school. 4. District high school under board of directors.)

## Summary for 1900—Continued.

II.—MISCELLANEOUS—STATE COURSE OF STUDY—EXAMINATIONS—PUPILS WHO  
THE CENTRALS AND FINALS—SPECIAL TEACHERS—MANUAL TRAINING DEPART-  
GRADUATES.

	1	2	3	4	5	6	7	8	9	10	11
ITIES.	No. of schools using State course of study.....	No. of examinations held under the direction of county superintendent.	No. of pupils who passed the central examination	No. of pupils who passed the final examination...	No. of special music teachers employed.....	No. of special drawing teachers employed.....	No. of schools having a manual training depart- ment.....	No. of Illinois State normal graduates employed in teaching.....	No. other state normal school graduates em- ployed in teaching.....	No. of teachers who have attended State normal schools.....	No. of college and uni- versity graduates em- ployed in teaching.....
	160	6	187	68	3			19	23	25	16
	51	4	30	24	1			3		6	1
	75	1		63						9	8
	70	2	34	28	1			1	4	11	7
	30	1	12					1		3	1
	203							10	6	50	12
	37	4	81	42							
	100	16	121	96				3	3	25	7
	60	10	43		1		1	5	10	25	5
	214	33	472	58	3	2	2	4		8	20
	148	3	130		1					50	3
	104	3	136	60				1		32	12
	85	1	81	3						6	8
	70	2	43	21					4	16	4
	110	13	50	25	2			5		25	10
					8	9	3	41	50	114	134
	95	3	92	68						15	6
	75	2	35	18						9	8
	140				1	1		13	3	25	14
	91	5	105	42				2	15	20	3
	94	5	100	27	1					13	5
	85	5		29	3	2	1	3	5	25	28
	142	980	96	76	1			12	1	58	10
	45	3		43				1		9	30
	57	8	90	44	1				4		7
	140	7	180	67	1			2		12	
	96	1	146		2			3	3	11	4
	75	6	64	39				1		19	4
	179	14	217	150	4	1		2		25	15
	58	10	42	9				2		11	
	96	2	78	22	2			5		6	8
	87	5	28	18	4			2	4	13	2
	87	5	115	20	1			1		12	
	180	1	150	13	2					3	2
	33	3	20							6	7
	69	10	68	2	1			4		3	3
	178	10	49		3	2		8	5	13	9
	202	14	19	11				7	3	31	12
	122	4	60	7	1			35	2	64	3
	113	12	150	103						10	
	130	7	50	20		1		10	5	75	3
	56	1		23							2
								6	4	25	
	71	2	52	28						36	1
	25	1		7	3	6	1	10	20	50	25
						1		14		74	29
	72	3		9				5	4	12	5
	170	20			5	1	1	1	30	20	50
	96	9		57	4	4	1	3	7	36	19
	260	64	421	103	4	2		21	18	32	24
	78	3	87	21				3		22	4
	165	14	74	62	1	1		12	2	40	20
	249	4	384	144	5	1		4		41	15
	110	3	115	100				4	10	60	16
	139	30	520	400	2	2		25		80	35
	176	5	356	154				5	8	45	28
	145	8	215	107	1			12	1	55	7

## Summary for 1900—Continued.

TABLE XXI—Concluded.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11
	No. of schools using State course of study.....	No. of examinations held under the direction of county superintendent.	No. of pupils who passed the central examination	No. of pupils who passed the final examination...	No. of special music teachers employed.....	No. of special drawing teachers employed.....	No. of schools having a manual training department.....	No. of State normal graduates employed in teaching.....	No. of other State normal school graduates employed in teaching.....	No. of teachers who have attended State normal schools.....	No. of college and university graduates employed in teaching.....
Marion.....	107	8	102	17	.....	.....	.....	5	.....	31	.....
Marshall.....	88	91	87	81	3	.....	.....	5	2	18	3
Mason.....	75	11	140	60	.....	.....	.....	3	3	30	4
Massac.....	48	2	28	17	.....	.....	.....	.....	.....	19	2
McDonough.....	131	.....	.....	.....	.....	.....	.....	.....	.....	21	11
McHenry.....	140	.....	.....	.....	.....	.....	.....	6	4	40	20
McLean.....	250	.....	450	105	1	.....	.....	18	.....	75	6
Menard.....	57	10	121	59	1	.....	.....	2	.....	2	5
Mercer.....	106	3	53	.....	1	.....	.....	1	.....	7	10
Monroe.....	56	7	44	.....	.....	.....	.....	.....	.....	23	.....
Montgomery.....	144	9	135	19	2	.....	.....	12	2	20	10
Morgan.....	102	14	185	141	1	1	.....	4	10	35	30
Moultrie.....	84	9	200	70	1	.....	.....	15	10	.....	.....
Ogle.....	168	4	101	77	3	1	.....	5	8	32	20
Peoria.....	143	6	.....	77	6	1	.....	2	3	23	41
Perry.....	67	4	46	18	.....	.....	.....	1	.....	21	3
Platt.....	100	22	215	134	2	.....	.....	4	.....	21	5
Pike.....	146	13	115	68	.....	.....	.....	3	.....	21	4
Pope.....	60	180	50	9	.....	.....	.....	2	.....	15	.....
Pulaski.....	91	4	.....	.....	.....	.....	.....	3	.....	20	4
Putnam.....	34	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Randolph.....	102	8	.....	65	1	.....	.....	3	3	3	4
Richland.....	86	7	230	107	1	.....	.....	.....	.....	39	1
Rock Island.....	122	.....	42	2	2	1	.....	10	5	25	25
Saline.....	50	2	100	72	.....	1	.....	3	2	30	5
Sangamon.....	172	2	71	48	2	1	1	5	2	75	13
Schuyler.....	86	17	35	32	1	.....	.....	2	.....	12	2
Scott.....	45	6	50	15	.....	.....	.....	.....	1	35	.....
Shelby.....	165	7	59	33	1	.....	.....	1	.....	1	.....
Stark.....	70	.....	.....	.....	2	1	.....	.....	.....	10	7
St. Clair.....	127	.....	.....	.....	1	2	.....	12	12	118	32
Stephenson.....	147	2	90	23	.....	.....	.....	4	3	75	25
Tazewell.....	112	15	81	25	.....	.....	.....	4	2	50	2
Union.....	72	6	83	60	.....	.....	.....	6	1	41	7
Vermilion.....	210	18	635	121	1	.....	.....	3	5	25	12
Wabash.....	55	12	136	.....	.....	.....	.....	.....	.....	14	.....
Warren.....	120	14	60	40	1	2	.....	2	1	23	22
Washington.....	85	.....	.....	.....	.....	.....	.....	2	4	35	5
Wayne.....	146	700	112	67	1	.....	.....	2	5	18	19
White.....	75	75	43	6	.....	.....	.....	2	2	15	12
Whiteside.....	129	3	237	91	2	.....	.....	.....	5	21	19
Will.....	192	7	312	117	1	1	.....	9	2	45	13
Williamson.....	80	6	50	8	.....	.....	.....	.....	3	30	3
Winnebago.....	112	1	33	.....	.....	1	1	4	1	30	13
Woodford.....	121	5	28	16	2	1	.....	8	1	50	4
Totals.....	10,836	2,701	10,082	4,524	111	51	13	476	361	2,837	1,128

\*Not including Chicago.

*Financial Record of the State Charitable Institutions of an Educational Character, for the year beginning July 1, 1898, and ending June 30, 1899.*

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>APPROPRIATIONS.</b>				
<i>Dr.</i>				
Appropriations, 1897, undrawn July 1, 1898.....	\$106,147 20	\$55,796 33	\$109,868 38	\$66,902 68
<i>Cr.</i>				
Appropriations drawn during year.....	\$105,422 83	\$53,024 22	\$109,831 84	\$60,449 09
Appropriations undrawn July 1, 1899.....	724 37	2,762 11	36 54	6,453 62
	\$106,147 20	\$55,796 33	\$109,868 38	\$66,902 68
<b>INSTITUTIONS.</b>				
<i>Dr.</i>				
Cash on hand July 1, 1898.....	\$7,114 52	\$11,807 28	\$7,228 04	\$4,303 92
From State, ordinary.....	95,000 00	50,000 00	105,000 00	57,500 00
From State, special.....	10,422 83	3,024 22	4,831 84	2,949 06
From other sources, ordinary....	10,033 44	6,021 90	19,101 29	138 50
	\$122,570 79	\$70,853 40	\$136,161 16	\$64,891 48
<i>Cr.</i>				
Indebtedness July 1, 1898, paid...		\$228 54	\$7,538 88	\$4,329 52
Expenses present year paid.....	\$114,682 53	56,621 86	124,970 33	56,042 16
Cash on hand .....	7,888 26	14,003 00	3,651 96	4,519 80
	\$122,570 79	\$70,853 40	\$136,161 16	\$64,891 48
<b>FINANCIAL CONDITION.</b>				
<i>Dr.</i>				
Indebtedness July 1, 1898.....		\$228 54	\$7,538 88	\$4,329 52
Expenses, ordinary, present year	105,244 03	53,714 35	121,158 74	57,594 04
Expenses, special, present year..	9,438 50	3,146 88	4,471 55	2,939 37
	\$114,682 53	\$57,069 77	\$133,169 17	\$64,862 93
<i>Cr.</i>				
Expenses paid as above .....	\$114,682 53	\$56,550 40	\$132,509 21	\$60,371 68
Indebtedness July 1, 1899 .....		239 37	659 96	4,491 25
	\$114,682 53	\$57,069 77	\$133,169 17	\$64,862 93

## Financial Record—Continued.

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>SURPLUS AND DEFICIT.</b>				
<i>Dr.</i>				
Cash balance July 1, 1899 .....	\$7,868 26	\$14,003 00	\$3,651 95	\$4,519 80
Cash estimates in State treasury .....	452 46	439 05	.....	53 63
	<b>\$8,340 72</b>	<b>\$14,442 05</b>	<b>\$3,651 95</b>	<b>\$4,573 43</b>
<i>Cr.</i>				
Indebtedness July 1, 1899 .....	.....	\$239 37	\$659 96	\$4,491 25
Surplus July 1, 1899 .....	\$8,340 72	11,202 68	2,991 99	82 17
	<b>\$8,340 72</b>	<b>\$14,442 05</b>	<b>\$3,651 95</b>	<b>\$4,573 43</b>
<b>ORDINARY EXPENSES CLASSIFIED</b>				
Attendance .....	\$64,720 45	\$26,677 90	\$40,917 80	\$26,562 52
Food .....	15,739 59	9,898 54	34,006 55	15,113 30
Clothing, bedding, etc .....	3,765 88	2,298 81	10,609 57	6,206 96
Laundry supplies .....	350 09	305 04	1,581 24	332 81
Fuel .....	6,069 93	3,041 60	3,470 06	3,965 49
Light .....	836 88	1,610 17	568 53	324 20
Water .....	30 54	979 80	.....	.....
Medicines and medical supplies .....	281 17	269 70	1,101 16	447 06
Freight and transportation .....	3,073 06	1,140 25	1,655 52	653 02
Postage and telegraphing .....	481 11	125 40	1,531 76	366 18
Books and stationery .....	697 11	1,004 01	662 31	742 78
Printing and advertising .....	371 89	229 25	122 50	171 85
Music and amusements .....	34 02	411 14	686 86	226 53
Instruments and apparatus .....	83 96	43 61	544 90	32 82
Household expenses .....	573 20	207 91	1,226 58	648 33
Furniture .....	1,063 14	1,014 12	5,809 32	450 16
Building, repairs, etc .....	1,474 90	102 33	8,327 45	381 64
Tools .....	140 87	22 67	197 51	38 86
Machinery, etc .....	36 49	81 86	1,104 84	72 75
Farm, garden, stock and grounds .....	4,068 30	2,868 27	2,270 81	557 10
Real estate .....	515 00	.....	2,006 00	.....
Legal expenses .....	65 25	.....	2 00	.....
Insurance .....	.....	.....	225 00	.....
Shop expenses .....	781 19	955 47	3,029 48	138 73
Burial expenses .....	.....	48 00	299 00	30 00
Expenses not classified .....	.....	.....	17 97	.....
<b>Total .....</b>	<b>\$105,244 03</b>	<b>\$53,714 35</b>	<b>\$121,158 74</b>	<b>\$57,594 04</b>
Less receipts not from State .....	10,033 44	6,021 90	19,101 28	136 50
<b>Cost to State .....</b>	<b>\$95,210 59</b>	<b>\$47,692 45</b>	<b>\$102,057 46</b>	<b>\$57,455 54</b>
<b>SPECIAL EXPENSES CLASSIFIED</b>				
Attendance .....	\$3,898 24	\$870 30	\$272 73	\$53 62
Clothing, bedding, etc .....	13 96	.....	.....	.....
Laundry .....	113 92	.....	.....	.....
Light .....	76 27	495 82	.....	40 00
Medicines and medical supplies .....	253 65	.....	.....	.....
Freight and transportation .....	1 20	.....	.....	.....
Postage and telegraphing .....	79 00	.....	.....	.....
Books and stationery .....	703 62	481 48	174 62	300 00
Music and amusements .....	18 90	101 86	.....	.....
Instruments and apparatus .....	42 62	.....	.....	.....
Household expenses .....	79 60	.....	.....	.....
Furniture .....	236 32	12 00	.....	516 11
Building, repairs, etc .....	3,407 95	1,176 92	4,024 20	1,944 99
Tools .....	31 15	.....	.....	26 23
Machinery, etc .....	102 57	8 50	16 02	.....
Farm, garden, stock and grounds .....	26 95	.....	.....	.....
Shop expenses .....	352 58	.....	.....	42 35
<b>Total .....</b>	<b>99,438 50</b>	<b>\$3,146 88</b>	<b>\$4,471 55</b>	<b>\$2,939 87</b>

*Financial Record—Concluded.*

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>AVERAGES.</b>				
Total number of days' board fur- nished .....	158,398	81,121	312,953	156,305
Deduct furnished to officers and employés .....	24,713	20,273	44,996	16,791
Days' board furnished to inmates .....	133,685	60,848	267,958	139,514
Average number of inmates .....	366.26	166.70	734.13	382.23
Average cost per capita (gross) .....	287.35	322.22	165.04	150.67
Average cost per capita (net) .....	259.96	296.09	139.02	150.81
<b>MOVEMENT OF THE POPULATION. INMATES.</b>				
Present at beginning of year .....			699	306
Since admitted, new .....	78	45	125	90
Former inmates re-admitted .....	18	206		2
Absentees returned .....	437			232
Total for year .....	533	251	824	630
Discharged or absent .....	529	249	39	310
Died .....	1	2	20	1
Present at end of year:				
Males .....	2		413	192
Females .....	1		362	127
Total for year .....	533	251	824	630



*Financial Report of the State Charitable Institutions of an Educational Character for the year beginning July 1, 1899, and ending June 30, 1900.*

	Institution for the Deaf and Dumb. Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>APPROPRIATIONS.</b>				
<i>Dr.</i>				
Appropriations, 1899, undrawn July 1, 1899.....	\$724 37	\$2,763 11	\$36 54	\$6,453 63
Appropriations 1899-1900.....	217,700 00	162,967 00	538,600 00	128,100 00
	<u>\$218,424 37</u>	<u>\$165,729 11</u>	<u>\$538,636 54</u>	<u>\$144,553 63</u>
<i>Cr.</i>				
Appropriations lapsed Sept. 30, '99 Appropriations drawn during year.....	\$110,881 50	\$161 58 52,168 87	\$22 81 205,018 45	\$52,924 41
Appropriations undrawn July 1, 1900.....	107,542 87	53,396 66	333,596 28	61,629 21
	<u>\$218,424 37</u>	<u>\$165,729 11</u>	<u>\$538,636 54</u>	<u>\$144,553 63</u>
<b>INSTITUTIONS.</b>				
<i>Dr.</i>				
Cash on hand July 1, 1899.....	\$7,898 26	\$14,003 00	\$3,651 96	\$4,519 80
From State, ordinary.....	92,000 00	38,000 00	112,600 00	57,500 00
From State, special.....	18,881 50	14,168 87	92,518 45	25,424 41
From other sources, ordinary....	8,267 93	6,106 23	19,460 94	53 00
	<u>\$127,037 69</u>	<u>\$72,278 10</u>	<u>\$228,181 34</u>	<u>\$87,497 21</u>
<i>Cr.</i>				
Indebtedness, July 1, 1899, paid....		\$239 37	\$659 96	\$4,491 25
Expenses present year, paid.....	122,386 94	69,359 47	221,641 49	76,900 96
Cash on hand.....	4,650 75	2,679 26	5,829 69	6,015 60
	<u>\$127,037 69</u>	<u>\$72,278 10</u>	<u>\$228,181 34</u>	<u>\$87,497 21</u>
<b>FINANCIAL CONDITION.</b>				
<i>Dr.</i>				
Indebtedness, July 1, 1899.....		\$239 37	\$659 96	\$4,491 25
Expenses, ordinary, present year....	103,957 90	55,791 14	129,189 04	57,617 17
Expenses, special, present year....	18,429 04	13,729 82	92,518 45	26,309 77
	<u>\$122,386 94</u>	<u>\$69,760 33</u>	<u>\$222,367 45</u>	<u>\$88,418 19</u>
<i>Cr.</i>				
Expenses paid as above.....	\$122,386 94	\$69,596 84	\$222,301 45	\$81,483 21
Indebtedness, July 1, 1900.....		161 49	66 00	6,935 98
	<u>\$122,386 94</u>	<u>\$69,760 33</u>	<u>\$222,367 45</u>	<u>\$88,418 19</u>

## Financial Report—Continued.

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>SURPLUS AND DEFICIT.</b>				
<i>Dr.</i>				
Cash balance July 1, 1900.....	\$4,650 75	\$2,679 26	75,829 89	\$6,015 00
Cash estimates in State Treasury .....				985 98
	<u>\$4,650 75</u>	<u>\$1,679 26</u>	<u>\$5,829 89</u>	<u>\$6,960 98</u>
<i>Cr.</i>				
Indebtedness July 1, 900 .....		\$161 49	966 00	\$6,935 98
Surplus July 1, 1900.....	\$4,650 75	2,517 77	5,763 99	15 00
	<u>\$4,650 75</u>	<u>\$2,679 26</u>	<u>\$5,829 89</u>	<u>\$6,960 98</u>
<b>ORDINARY EXPENSES CLASSIFIED</b>				
Attendance.....	963,703 62	\$28,076 24	\$42,428 26	\$24,236 54
Food.....	15,953 28	9,662 56	29,166 71	15,531 34
Clothing, bedding, etc.....	4,021 96	2,737 44	13,636 52	6,069 86
Laundry supplies.....	370 49	196 98	1,647 94	416 96
Fuel.....	8,000 65	3,791 20	9,774 53	5,401 53
Light.....	978 45	1,533 02	468 28	531 85
Water.....		678 49		
Medicine and medical supplies.....	481 54	207 66	1,638 42	377 06
Freight and transportation.....	2,763 46	1,149 21	2,142 47	790 65
Postage and telegraphing.....	560 51	333 32	1,113 45	355 73
Books and stationery.....	657 80	596 30	1,063 34	671 81
Printing and advertising.....	134 06	151 45	101 70	276 30
Music and amusements.....	142 41	232 31	542 35	402 20
Instruments and apparatus.....	90 33	82 64	186 45	49 21
Household expenses.....	564 63	252 04	1,439 64	330 13
Furniture.....	603 64	892 70	3,777 13	755 26
Building, repairs, etc.....	971 77	670 89	7,250 40	259 31
Tools.....	162 70	58 53	152 25	36 94
Machinery, etc.....	10 74	205 52	510 12	153 51
Farm, garden, stock and grounds.....	2,318 79	3,213 86	2,655 52	584 94
Real estate.....	515 00		1,365 92	
Legal expenses.....	33 50		117 63	
Shop expenses.....	920 59	1,006 78	2,823 36	374 92
Burial expenses.....		62 00	276 75	
Expenses not classified.....	23 86		4 00	
Total.....	\$103,957 90	\$55,791 14	\$129,189 04	\$57,617 17
Less receipts not from State.....	8,267 93	6,106 23	19,460 94	53 00
Cost to State.....	<u>\$95,689 97</u>	<u>\$49,684 91</u>	<u>\$109,729 10</u>	<u>\$57,564 17</u>
<b>SPECIAL EXPENSES CLASSIFIED.</b>				
Attendance.....	\$2,151 17	\$2,408 61	\$2,686 91	\$2,165 09
Food.....	16 46			
Clothing, bedding, etc.....	764 65			13 00
Laundry supplies.....	166 88		412 29	
Light.....		849 50	32 13	128 31
Medicine and medical supplies.....	88 01			
Freight and transportation.....	55 28			4 06
Books and stationery.....	668 10	823 70	258 02	300 00
Printing and advertising.....	16 68		430 60	
Music and amusements.....	37 00	398 14	750 00	
Household expenses.....	133 55			
Furniture.....	4,044 26		2,250 00	1,410 69
Building, repairs, etc.....	5,327 59	6,932 62	85,698 50	22,044 07
Tools.....	6 90			5 80
Machinery, etc.....	4,309 35	2,287 25		54 26
Farm, garden, stock and grounds.....	633 85	25 00		186 50
Insurance.....	6 31			
Expenses not classified.....	3 00			
Total.....	<u>\$18,429 04</u>	<u>\$13,729 82</u>	<u>\$93,518 45</u>	<u>\$26,309 77</u>

*Financial Report—Concluded.*

	Institution for the Deaf and Dumb, Jacksonville.	Institution for the Blind, Jack- sonville.	Asylum for Feeble Minded, Lin- coln.	Soldiers' Or- phans' Home, Normal.
<b>AVERAGES.</b>				
Total number of days' board furnished.....	159,691	86,901	346,148	155,338
Deduct furnished to officers and employés .....	23,849	21,597	55,385	16,682
Days' board furnished to inmates	135,842	65,304	290,763	138,656
Average number of inmates.....	504.99	243.67	796.61	379.88
Average cost per capita (gross)...	\$205.86	\$228.96	162.17	\$121.67
Average cost per capita (net) ....	189.49	203.90	137.74	151.54
<b>MOVEMENT OF THE POPULATION. INMATES.</b>				
Present at beginning of year ....	3	.....	765	319
Since admitted, new.....	85	49	109	103
Former inmates re-admitted.....	19	216	4	5
Absentees returned.....	439	3	17	226
Total for year .....	546	268	895	652
Discharged or absent.....	545 ½	266	113	339
Died.....	1	2	28	.....
Present at end of year:				
Males .....	.....	.....	413	196
Females .....	.....	.....	343	127
Total for year.....	546	268	895	652



## Report of Institutions of Learning Incorporated

TABLE

NAME OF INSTITUTION.	1	2	3	4	5
	Value of real estate owned.....	Value of school apparatus and furniture.....	Value of libraries.....	Amount of funds and endowments.....	Total value of property held by the institution.....
<b>Adams County:</b>					
Chaddock College .....	\$100,000	\$2,000	\$3,000	\$8,000	\$113,000
<b>Bond:</b>					
Greenville College .....	30,000	3,000	1,500	1,500	36,000
<b>Carroll:</b>					
The Frances Shimer Academy of the University of Chicago.....					
<b>Cook:</b>					
Art Institute of Chicago.....				135,000	
Chicago Manual Training School.....	150,000	10,000	500	50,000	210,500
St. Ignatius College.....	200,000	50,000	30,000	1,000	281,000
Jewish Training School.....					
University of Chicago.....	3,079,383	425,704	268,820	6,037,312	9,811,221
Northwestern University.....	1,500,000	151,500	55,000	3,041,612	5,661,523
Chicago Business College.....					
School of Pharmacy of the University of Illinois.....		11,000	2,000		
Armour Institute of Technology.....					2,000,000
Chicago Free Kindergarten Association.....		200			
Kenwood Institute.....					
The National University.....	15,000	4,000	2,000		21,000
Chicago School of Science.....					
Chicago Law School.....					
Garrett Biblical Institute.....					
Lewis Institute.....	600,000	80,000	7,000	1,000,000	1,700,000
Kent College of Law.....					
Rush Medical College.....	167,000	35,000	5,250	52,000	257,514
The Chicago Institute.....					
<b>DuPage:</b>					
Evangelical Seminary .....	50,000	2,000	1,000		75,000
Wheaton College.....	144,000	8,400	1,000	26,000	215,551
German Evangelical Lutheran School..	4,000	150			4,150
Northwestern College.....	100,000	15,000	10,000	110,000	235,000
<b>Efingham:</b>					
Austin College:	40,000	3,000	4,000		47,000
<b>Edwards:</b>					
The Southern Collegiate Institute.....	15,500	200	1,200	3,100	20,000
<b>Hancock:</b>					
Carthage College.....	50,000	2,000	5,000	50,000	107,000
<b>Iriquois:</b>					
Grand Prairie Seminary.....	50,000	2,000	1,500		53,500
<b>JoDavies:</b>					
Warren Academy.....		250	40		
<b>Knox:</b>					
Knox College .....	231,679	21,526	3,522	258,786	515,514
St. Mary's School.....	95,000	25,000	2,000	4,000	126,000
Lombard College.....	90,000	8,800	6,000	170,000	275,000
St. Alban's Academy.....					
Hedding College.....					
Galesburg Free Kindergarten Ass'n....	600	400		700	
<b>LaSalle:</b>					
St. Xavier's Academy.....					

*under the School Law—1897-1898.***A.**

6	7	8	9	10	11	12	13
Outstanding indebtedness .....	Income from fees paid by students.....	Current income from all other sources....	Amount of donations, grants or bequests, received during the year.....	Total receipts for the year.....	Amount paid students as gratuities and scholarships.....	Amount paid instructors as salaries.....	Total expenditures for the year.....
\$18,000	\$3,000		\$5,000	\$8,000	200	\$8,000	\$9,000
	7,487	464	6,000		350	5,500	9,343
	10,500		6,586	19,089			5,501
143,300	37,785	41,589	255,500	79,976	480	27,157	88,166
20,000	2,700			22,700	1,720	20,000	26,000
14,000	10,060	50		10,060	7,220	2,000	25,000
119,809	294,402	472,486	1,363,695	2,130,584	67,880	393,415	1,441,929
617,975	164,430	171,966	2,637	407,830		165,000	397,940
	11,000			11,197		4,181	11,197
	5,000		25	5,025		4,600	4,979
	18,060			18,060		17,200	18,060
	35,000	65,000		100,000		60,000	85,000
	105,000			113,000	6,000	54,000	108,000
	5,031	14,198	2,733	19,397		7,730	19,968
4,345	7,398	3,049	9,082	19,531	1,558	7,140	14,754
	6,616	4,787	14,000	24,803		13,300	18,544
6,500	6,000	1,000		7,000		6,000	7,000
6,500	2,100	2,000	4,100	4,800	150	3,400	4,400
	2,450	7,000	42,000	514,000		6,760	
10,000	5,500					5,000	
	1,950		850			2,200	2,800
45,285	13,766	15,738		29,504	1,609	24,127	37,108
	54,000			54,000	700	19,000	54,000
	4,000	11,000	26,000	14,700	700	13,500	18,000
				1,231		700	1,014

TABLE A-

NAME OF INSTITUTION.	1	2	3	4	5
	Value of real estate owned.....	Value of school apparatus and furniture.....	Value of libraries.....	Amount of funds and endowments.....	Total value of property held by the institution.....
<b>Lee:</b> Northern Illinois Normal School.....					
<b>Logan:</b> Lincoln University.....	\$1,500	\$2,000	\$2,500	\$57,000	\$107,000
<b>Macoupin:</b> Blackburn University.....	50,000			25,000	75,000
<b>Madison:</b> Shurtleff College.....	100,000	8,000	8,000	125,145	241,145
Western Military Academy.....				26,000	500,000
Monticello Female Seminary.....					
<b>McDonough:</b> Western Normal College.....	20,000	2,000	500		22,900
<b>Morgan:</b> Jacksonville Business College.....					
Illinois College.....					
Illinois Female College.....	90,000	10,000	1,000		101,000
<b>McLean:</b> Illinois Wesleyan University.....	150,000	60,090	6,000	120,000	325,000
<b>Peoria:</b> Brown's Peoria Business College.....					
<b>Rock Island:</b> Augustana College.....					
<b>Sangamon:</b> Bettie Stuart Institute.....		10,000	1,000		25,000
Concordia College.....	125,000	2,500	3,000	2,119	130,000
St. Agatha's School.....					
<b>St. Clair:</b> McKendree College.....	65,000	3,000	10,000	41,720	119,720
<b>Stephenson:</b> Freeport College of Commerce.....		1,200			1,200
<b>Warren:</b> Moumouth College.....					
<b>Wayne:</b> Hayward College and Commercial School.....					
<b>White:</b> Enfield Normal University.....					
<b>Will:</b> St. Francis Academy.....					
<b>Winnebago:</b> Rockford College.....	135,000	25,000	7,000	70,253	
<b>Woodford:</b> Eureka College.....	103,500	10,000	2,500	40,000	155,000

Continued.

6	7	8	9	10	11	12	13
Outstanding indebtedness.....	Income from fees paid by students.....	Current income from all other sources....	Amount of donations, grants or bequests received during the year.....	Total receipts for the year.....	Amount paid students as gratuities and scholarships.....	Amount paid instructors as salaries.....	Total expenditures for the year.....
\$5,000	\$1,500	\$3,500	\$4,700	\$5,730		\$3,270	\$5,730
	1,700	5,000	500	7,200	\$200	4,200	7,500
26,000	5,364	5,687		11,062	1,313	7,271	11,203
	4,000			4,000		3,000	
15,000	10,000	10,000	2,000	22,000			22,000
17,000	23,000	26,000	37,000	86,000	1,000	26,000	30,000
		9,000		11,000		5,600	
	3,299	2,421	7,220	13,040		4,520	5,519
	1,650	250		1,900		1,250	1,750
	20,280	4,418	9,150	33,848		11,170	27,585
15,000	7,000	7,000		14,000		9,000	14,000



**TABLE A-**

NAME OF INSTITUTION.	PLACE.	Date of incorporation	DEPARTMENTS REPRESENTED IN THE INSTITUTION.																
			Theological	Law	Medical	Pharmacy	Classical	Science	Normal	Musical	Fine arts	Oratory	Manual training	Business	Kindergarten	Preparatory	Undergraduate		
			14	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
<b>Adams County:</b> Chaddock College.....	Quincy .....	1857	.	†				†	†	†	†	†	†	†	†	†	†		
<b>Bond:</b> Greenville College.....	Greenville....	1892	†					†	†	†	†	†	†	†	†	†	†		
<b>Carroll:</b> The Francis Shimer Academy of the University of Chicago.....	Mt. Carroll....	1896	.	.				†	†	.	†	†	†	†	†	†	†		
<b>Cook:</b> Art Institute of Chicago.....	Chicago .....	1879	.	.								†							
Chicago Manual Training School.....	" .....	1889	.	.				†	†			†	†	†	†	†	†		
St. Ignatius College .....	" .....	1869	.	.				†	†			†	†	†	†	†	†		
Jewish Training School .....	" .....	1890	.	.				†	†			†	†	†	†	†	†		
University of Chicago.....	Evanston .....	1851	.	†	†	†	†	†	†			†	†	†	†	†	†		
Northwestern University.....	Chicago .....	1859	.	.				†	†										
School of Pharmacy of Univ. of Chi..	" .....	1894	.	.				†	†										
Armour Institute of Technology .....	" .....	1883	.	.				†	†										
Chicago Free Kindergarten Ass'n ..	" .....	1886	.	.				†	†										
Kenwood Institute .....	" .....	1889	.	.				†	†										
The National University.....	" .....	1889	.	.				†	†										
Chicago School of Science .....	" .....	1889	.	.				†	†										
Chicago Land School.....	" .....	1889	.	.				†	†										
Garrett Biblical Institute .....	" .....	1896	.	.				†	†										
Lewis Institute .....	" .....	1896	.	.				†	†										
Kent College of Law .....	" .....	1837	.	.				†	†										
Rush Medical College .....	" .....	1837	.	.				†	†										
Chicago Institute .....	" .....	1837	.	.				†	†										
<b>DuPage:</b> Evangelical Seminary.....	Elmhurst.....	1865	.	.				†	†	†	†	†	†	†	†	†	†		
Wheaton College.....	Wheaton .....	1860	.	.				†	†	†	†	†	†	†	†	†	†		
German Evangelical Lutheran School	Addison .....	1895	.	.				†	†	†	†	†	†	†	†	†	†		
Northwestern College .....	Naperville....	1865	†	.				†	†	†	†	†	†	†	†	†	†		
<b>Effingham:</b> Austin College .....	Effingham .....	1891	.	.				†	†	†	†	†	†	†	†	†	†		
<b>Edwards:</b> The Southern Collegiate Institute ..	Albion .....	1891	.	.				†	†	†	†	†	†	†	†	†	†		
<b>Hancock:</b> Carthage College.....	Carthage .....	1870	.	.				†	†	†	†	†	†	†	†	†	†		
<b>Iroquois:</b> Grand Prairie Seminary.....	Onarga .....	1863	.	.				†	†	†	†	†	†	†	†	†	†		
<b>Joliet:</b> Warren Academy.....	Warren.....	1896	.	.				†	†	†	†	†	†	†	†	†	†		
<b>Knox:</b> Knox College.....	Galesburg.....	1837	.	.				†	†	†	†	†	†	†	†	†	†		
St. Mary's School.....	Knoville .....	1882	.	.				†	†	†	†	†	†	†	†	†	†		
Lombard College.....	Galesburg .....	1851	†	.				†	†	†	†	†	†	†	†	†	†		
St. Alban's Academy .....	Knoxville .....	1851	.	.				†	†	†	†	†	†	†	†	†	†		
Hedding College.....	Abingdon .....	1851	.	.				†	†	†	†	†	†	†	†	†	†		
Galesburg Free Kindergarten Ass'n ..	Galesburg .....	1896	.	.				†	†	†	†	†	†	†	†	†	†		
<b>LaSalle:</b> St. Xavier's Academy .....	Ottawa .....	1896	.	.				†	†	†	†	†	†	†	†	†	†		

continued.

NUMBER OF PUPILS.			Weeks in school year...	Volumes in library.....	Tuition in reg'lar course	Average of other expenses of students.....	REPORT PREPARED BY—
Males.....	Females.....	Totals.....					
19	20	21	22	23	24	25	
50	56	106	39	2,000	40	160	A. M. Danely .....
67	97	164	40	700	48	120	Wilsor. T. Hogue, President .....
7	82	89	36	1,050	45	200	Wm. P. McKee, Dean .....
739	1,331	2,070	36	2,200	75	.....	Wm. M. R. French, Director.....
280	.....	280	40	1,000	90	8	Henry H. Belfield, Director.....
443	.....	443	40	24,000	40	.....	Rev. H. J. Dumbach, Secretary .....
1,838	1,501	3,339	48	303,000	120	275	T. W. Goodspeed, Secretary .....
2,116	749	2,865	36	27,000	70	250	C. B. Atwell, Registrar .....
144	5	149	30	1,800	75	25	W. B. Day, Actuary.....
.....	989	36	36	13,786	75	.....	Victor C. Alderson, Dean.....
80	80	40	40	260	75	15	Eva B. Whitmore, Superintendent.....
20	200	220	36	1,000	.....	.....	Helen F. Maek, Secretary .....
125	89	214	50	1,601	100	250	F. W. Harkins, Chancellor .....
.....	.....	.....	.....	.....	.....	.....	.....
1,320	660	1,980	42	7,000	60	.....	George N. Carman, Director .....
1,093	.....	1,093	48	5,000	150	400	James H. Harper, Registrar .....
.....	.....	.....	.....	.....	.....	.....	.....
89	.....	89	40	1,967	150	20	D. Irion, President.....
103	86	189	39	3,600	24	175	Charles A. Blanchard, President.....
270	92	362	38	5,421	24	15	G. Ritzmann, Secretary .....
.....	.....	.....	.....	.....	.....	.....	H. J. Kiekhoefer, President.....
300	200	500	46	4,000	40	130	W. E. Lugenbeel, President.....
94	123	217	37	1,325	30	100	Frank B. Hines, President .....
71	69	140	37	5,000	32	110	J. M. Ruthrauff, President .....
135	110	245	38	750	32	130	O. T. Dwinell, President .....
38	40	78	38	40	36	.....	S. A. Clark, Secretary .....
255	404	659	36	8,000	50	.....	.....
70	103	103	37	2,500	400	400	C. W. Leffingwell, Rector.....
.....	77	147	38	7,000	47	140	C. Ellwood Nash, President.....
.....	100	100	52	.....	.....	.....	Mrs. Mary Claycomb Grubb.....

TABLE A-

NAME OF INSTITUTION.	PLACE.	Date of incorporation.....	DEPARTMENTS REPRESENTED IN THE INSTITUTION.														
			Theological..	Law.....	Medical.....	Pharmacy.....	Classical.....	Science.....	Normal.....	Music.....	Fine arts.....	Oratory.....	Manual training.....	Preparatory.....	Business.....	Kindergarten.....	
			4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Lee: Northern Illinois Normal School .....	Dixon .....																
Logan: Lincoln University.....	Lincoln .....	1865						†	†	†	†	†	†				
Macoupin: Blackburn University.....	Carlinville .....	1857						†			†	†		†	†		
Madison: Shurtleff College.....	Upper Alton..	1835	†					†	†		†	†	†	†	†		
Western Military Academy .....	Godfrey .....	1840						†	†		†	†	†				
Monticello Female Seminary .....	Godfrey .....	1840						†	†		†	†	†				
McDonough: Western Normal College.....	Bushnell.....	1888		†					†	†	†	†			†		
Morgan: Jacksonville Business College .....	Jacksonville..																
Illinois College.....	" .....	1846						†	†		†	†		†			
Illinois Female College.....	" .....	1846						†	†		†	†		†			
McLean: Illinois Wesleyan University.....	Bloomington..	1850		†				†	†		†	†	†	†			
Peoria: Brown's Peoria Business College .....	Peoria.....																
Rock Island: Augustana College.....	Rock Island ..																
Sangamon: Bettie Stuart Institute .....	Springfield.....	1868						†	†	†	†	†	†	†	†		
Concordia College .....	" .....	1889						†	†		†	†		†	†		
St. Agatha's School.....	" .....	1889						†	†		†	†		†	†		
St. Clair: McKendree College .....	Lebanon .....	1835		†				†	†		†			†			
Stephenson: Freeport College of Commerce .....	Freeport .....	1895								†					†		
Warren: Monmouth College.....	Monmouth .....																
Wayne: Hayward College and Commer'l School .....	Fairfield .....																
White: Enfield Normal University .....	Enfield .....																
Will: St. Francis Academy.....	Joliet .....	1874							†	†	†	†		†	†		
Winnebago: Rockford College .....	Rockford .....	1847						†	†		†	†		†			
Woodford: Eureka College.....	Eureka .....	1855	†					†	†		†	†	†	†	†		

\*Mechanical, electrical and civil engineering, and manual domestic arts.

*Concluded.*

Number of instructors..	NUMBER OF PUPILS.			Weeks in school year...	Volumes in library .....	Tuition in regular course	Average of other expenses of students .....	REPORT PREPARED BY—
	Males .....	Females .....	Totals .....					
18	19	20	21	22	23	24	25	
10	89	122	211	38	2,500	25	160	A. E. Turner, President .....
9	44	41	85	36	3,000	35	150	Walter H. Bradley, Chairman .....
15	89	86	174	37	10,000	37	150	L. A. Abbott, Secretary .....
14		125	125	38	3,500		300	Harriet N. Haskell, Princippl .....
10	185	140	325	50	500	50	100	W. W. Earnest, President .....
17	12	260	272	36	1,000	50	225	Jos. R. Harker, President .....
33	765	591	1,356	38	10,000	47	200	E. M. Smith, President .....
9	10	126	136	36	1,000	50		Mrs. A. M. Brooks, Principal .....
5	150		150	40	2,000		145	R. Pieper, President .....
		60	60	36	500	60	200	D. Murdock, Principal .....
15	119	82	201	36	8,000	36	150	M. H. Chamberlin, President .....
5	60	30	90	52		56	9	J. J. Nagle .....
8		72	72	36		20		Sister M. Stanislas Droessler, President .....
19	2	132	134	36	6,327	60	240	
16	118	102	220	39	6,000	39		Robert E. Hieronymous, President .....

## Statement of School Tax Fund and Interest on State School Funds, 1898 and 1899, from Auditor's Report.

TABLE B.

	1898.			1899			PAID COUNTY, EACH YEAR.		
	1	2	3	4	5	6	7	8	9
COUNTIES.	Net amount of tax collected .....	Amount received from county over amount paid .....	Amount paid county over amount received .....	Net amount of tax collected .....	Amount received from county over amount paid .....	Amount paid county over amount received .....	Tax .....	Interest .....	Total .....
Adams.....	\$14,022 76		\$1,502 47	\$11,891 51		\$2,633 72	\$15,525 22	9393 97	\$16,469 20
Alexander.....	3,303 17		1,035 49	2,342 14		1,897 62	4,239 66	247 09	4,486 75
Bond.....	3,531 48		674 96	2,302 35		1,914 11	4,216 46	240 08	4,456 54
Boone.....	4,408 65	\$1,642 64		4,145 79	\$1,379 78		2,766 01	187 45	2,953 50
Brown.....	2,613 53		678 70	1,651 33		1,410 90	2,252 22	613 22	2,879 09
Bureau.....	12,073 10	3,059 32		11,199 01		1,108 09	9,013 78	127 69	2,370 96
Callahan.....	1,882 73	1,417 61	360 44	1,134 49	418 08		2,242 87	256 61	2,500 03
Carroll.....	5,369 62	1,649 94		4,908 09	33 12		4,542 01	243 74	4,785 75
Cass.....	4,911 35	1,163 20		4,231 41	1,864 50		11,411 32	649 73	12,061 05
Champaign.....	12,576 53			13,275 33			8,449 74	450 59	8,901 33
Clark.....	8,634 31	133 57		7,950 57		490 67	6,111 20	347 95	6,459 15
Clinton.....	2,912 94		3,193 24	2,356 70		2,214 13	4,998 90	281 21	5,280 11
Coles.....	2,238 31		1,640 39	2,024 77		2,415 07	5,128 99	232 08	5,361 07
Cook.....	7,713 27		1,192 20	6,488 69		1,767 69	8,195 98	466 09	8,662 07
Crawford.....	331,330 15	39,822 83		407,990 23	116,422 91		281,867 22	16,900 45	303,197 77
Cumberland.....	2,455 32		2,550 61	2,360 64		2,745 39	5,045 93	267 21	5,313 14
DeWitt.....	10,886 23	4,344 19	2,380 93	7,732 38	3,409 28		4,907 45	256 65	4,754 10
DeWitt.....	4,921 44	11 21		4,815 01	204 78		6,542 16	372 43	6,914 59
Douglas.....	6,220 66	381 74		4,947 95	103 83		4,810 22	256 50	5,167 03
DuPage.....	7,654 23	2,049 72		7,109 54			4,839 12	275 53	5,114 05
Edgar.....	6,317 91	1,142 96		7,134 41	1,304 93		5,804 61	330 50	6,135 11
Edwards.....	1,648 69		1,105 41	1,335 69	20 94		7,175 25	405 54	7,580 79
Franklin.....	3,818 41		1,870 25	2,819 92		1,418 64	2,784 30	186 83	2,971 13
Fayette.....	4,008 60		2,405 43	3,883 49		2,985 74	6,685 66	323 90	6,012 56
Ford.....	5,373 63	513 39		6,009 32	1,345 79		7,009 28	399 09	7,408 37
							4,760 53	271 04	5,031 57

Franklin	1,671 88	3,720 17	1,894 08	2,808 83	5,382 10	977 03	5,609 13
Fulton	10,515 30	821 31	8,381 01	2,005 49	11,386 70	940 73	12,003 22
Gallatin	1,706 26	2,767 94	1,833 68	2,990 49	4,826 17	267 79	4,761 76
Greene	6,764 58	306 28	6,981 90	1,997 15	6,478 55	389 89	6,847 43
Grundy	6,877 01	86 34	6,981 90	1,997 15	6,790 67	329 71	6,130 38
Hamilton	2,186 98	1,886 42	1,709 38	3,871 14	6,590 53	317 74	6,898 26
Hancock	9,982 46	1,586 42	7,654 34	1,816 64	6,006 04	487 65	6,498 69
Hardin	854 72	1,415 17	4,455 35	1,816 64	2,269 99	129 25	2,899 14
Henderson	4,136 66	1,554 61	3,400 00	1,816 64	2,632 05	147 02	2,759 07
Henry	12,073 18	3,586 11	10,391 96	1,584 89	8,607 07	566 69	8,991 44
Iroquois	10,970 73	1,211 09	10,518 90	1,759 16	9,769 64	566 69	10,315 22
Jackson	4,382 76	3,965 67	2,981 59	5,295 88	8,248 42	499 65	8,718 07
Jasper	2,478 19	3,120 17	1,971 61	4,005 81	6,598 36	319 76	6,917 12
Jefferson	2,886 46	3,679 44	2,722 09	3,989 85	4,777 90	358 91	7,163 81
Jersey	4,122 84	210 79	3,041 70	777 63	2,911 56	233 71	4,134 26
JoDavless	6,119 57	1,314 36	6,666 43	3,088 63	6,433 96	360 23	6,800 29
Johnson	1,896 84	2,884 51	1,242 53	3,088 63	4,781 16	272 29	5,053 36
Kane	18,553 06	3,151 60	16,866 35	33 59	15,401 48	418 13	16,276 40
Kankakee	7,497 68	1,671 34	7,310 11	1,671 52	7,243 70	418 13	7,761 68
Kendall	4,654 19	4,682 57	3,800 37	1,673 57	2,903 95	189 84	2,182 09
Knox	13,787 90	4,682 57	10,978 90	2,740 00	9,205 25	331 96	9,585 15
Lake	9,790 16	1,068 06	8,570 25	2,691 87	5,930 36	231 96	6,163 21
LaSalle	20,253 98	1,996 96	18,790 17	2,808 63	21,322 04	242 98	22,035 08
Lawrence	2,270 67	2,571 64	1,886 00	2,808 63	4,266 62	373 57	4,694 62
Lee	9,132 69	3,699 83	8,687 89	2,276 54	6,561 05	373 57	6,994 62
Livingston	14,302 32	2,464 33	13,569 32	2,966 64	10,603 49	623 69	11,246 22
Logan	9,416 71	2,144 34	7,987 47	1,015 09	9,953 26	569 75	7,246 17
Macon	11,975 33	909 18	10,552 95	721 96	9,880 99	639 19	10,890 74
Macoupin	10,241 49	1,783 22	7,765 98	3,254 66	11,050 67	639 19	14,853 64
Madison	15,864 13	2,204 04	12,596 04	1,644 87	14,030 91	601 73	7,204 46
Marion	4,612 32	1,815 75	3,472 36	1,666 29	6,816 26	368 10	2,691 02
Marshall	5,203 86	333 62	4,864 40	1,801 21	3,289 27	249 91	2,490 86
Mason	2,122 69	1,151 25	1,369 69	1,808 66	2,232 25	187 61	2,496 11
Massac	2,142 10	2,307 50	7,143 12	50 83	7,082 29	483 82	6,581 61
McDonough	9,389 79	1,689 83	7,718 09	1,254 59	6,463 50	369 01	17,059 05
McHenry	8,163 43	5,617 71	19,715 37	3,576 19	2,500 15	196 29	2,089 44
McLean	21,757 79	1,683 98	3,615 97	315 82	4,883 52	274 64	6,089 16
Menard	6,134 13	1,686 41	6,623 51	799 99	2,886 42	216 84	6,765 76
Merer	6,711 93	190 73	2,431 92	2,451 57	8,233 57	472 21	8,705 30
Monroe	8,617 69	138 17	6,842 31	364 62	8,082 34	460 76	8,653 10
Montgomery	8,431 74	2,687 30	9,319 21	2,557 67	6,130 11	368 10	4,814 64
Morgan	10,789 64	3,614 01	2,717 59	973 17	4,063 53	368 10	17,983 98
Moultrie	10,789 64	3,614 01	2,717 59	973 17	4,063 53	368 10	6,432 90
Ogle	20,781 86	922 68	17,940 23	782 13	8,211 97	472 25	8,761 73
Peoria	2,721 69	1,689 83	2,402 44	2,574 34	2,874 17	192 12	1,246 29
Perry	6,056 21	2,408 22	5,498 85	115 86	7,085 76	400 71	7,439 65
Platt	6,056 21	2,408 22	5,498 85	115 86	7,085 76	400 71	7,439 65
Pike	6,472 53	1,689 83	2,402 44	2,574 34	2,874 17	192 12	1,246 29
Pope	1,602 83	3,022 86	1,010 17	2,574 34	2,874 17	192 12	1,246 29
Putnam	1,086 38	2,278 52	1,297 09	3,354 66	7,085 76	400 71	7,439 65
Putnam	1,722 85	541 17	2,587 91	3,354 66	7,085 76	400 71	7,439 65
Randolph	4,450 81	2,587 91	2,587 91	3,354 66	7,085 76	400 71	7,439 65

Table B—Concluded.

	1898.			1899.			PAID COUNTY, EACH YEAR.		
	1	2	3	4	5	6	7	8	9
COUNTIES.	Net amount of tax collected.....	Amount received from county over amount paid.....	Amount paid county over amount received.....	Net amount of tax collected.....	Amount received from county over amount paid.....	Amount paid county over amount received.....	Tax.....	Interest.....	Total.....
Richland.....	\$2,441.32		\$1,862.66	\$1,747.53		\$2,556.45	\$4,303.96	\$245.06	\$4,549.04
Rock Island.....	9,335.80		1,519.68	8,506.22		2,349.34	10,855.56	619.09	11,474.65
Saline.....	1,914.72		4,064.80	1,847.03		4,156.59	6,003.61	341.83	6,345.44
Saugamon.....	20,735.75	\$5,018.20		17,953.77	2,236.22		15,717.55	984.91	16,702.46
Schuyler.....	3,456.85	527.36	965.31	2,733.84		1,696.32	4,422.16	281.79	4,703.95
Scott.....	3,271.62			2,276.40		487.87	2,744.27	156.25	2,900.52
Shelby.....	7,745.62		1,150.54	6,001.60	777.52	2,894.56	8,896.16	506.52	9,402.68
Stark.....	4,484.26	1,735.13		3,350.65			2,573.13	146.51	2,719.64
St. Clair.....	19,388.37	1,015.71		16,896.74	514.22	1,445.92	18,392.66	1,046.66	19,439.32
Stephenson.....	10,103.09	2,130.04		8,497.27			7,873.05	452.69	8,427.01
Tazewell.....	9,864.46	1,913.71		8,602.96	652.11		7,950.75	453.96	8,403.44
Union.....	2,717.83		3,723.37	2,264.75	24.12	4,176.45	6,441.20	386.74	6,827.94
Vernon.....	15,315.81	1,793.95		13,555.95			13,531.53	194.78	14,302.29
Wabash.....	1,649.06		1,771.95	6,914.59	1,656.51	1,806.41	3,421.00	299.36	3,720.36
Warren.....	8,501.02	3,243.26		6,914.27			5,257.76	5,457.12	5,457.12
Washington.....	3,900.24		1,946.14	2,942.12		2,904.30	5,846.42	332.59	6,179.30
Wayne.....	3,053.67		4,320.13	2,660.96		4,812.91	7,373.80	7,793.64	7,793.64
White.....	3,046.46		4,450.53	2,942.25		4,554.74	7,496.92	426.86	7,923.78
Whiteside.....	9,112.25	1,272.43		9,115.23	1,275.40		7,839.82	8,296.30	8,296.30
Will.....	17,594.34	1,494.43		15,801.31		206.64	16,009.95	616.69	17,016.64
Williamson.....	2,914.26	4,034.22		2,229.95	3,143.62	4,718.52	6,948.47	395.63	7,344.10
Winnebago.....	14,210.63	2,869.17		12,455.09	572.12		9,311.46	530.17	9,841.63
Woodford.....	8,827.95	2,927.46		6,472.61			5,900.49	335.96	6,236.45
Totals.....	\$1,046,880.20	\$146,628.80	\$99,739.60	\$1,026,884.80	\$160,540.67	\$148,158.67	\$1,000,000.00	\$56,937.31	\$1,056,937.31

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# APPENDIX

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## CIRCULAR 28.

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### RURAL SCHOOL ARCHITECTURE AND SCHOOL HOUSE DECORATION.

DEPARTMENT OF PUBLIC INSTRUCTION,  
SPRINGFIELD, ILL., February, 1901.

Forty years ago, in the third biennial report of this department, Newton Bateman referred to the then prevailing features of school architecture as follows: "A central location; boards and shingles to protect from storms and cold; just space enough for all the scholars in the district; an adequate supply of the plainest seats and desks, the former often backless; a 'ten-plate' stove, a pail, tin cup, and broom—these are too often regarded as an ample endowment for a district school house."

At that time there were eleven hundred and two (1,102) school houses "*totally unfit* for the purpose for which they are used;" while forty-six hundred (4,600) were described as "in tolerably good repair, but with small lot, uninclosed, *destitute of out-houses*, poorly seated, and not large enough for the scholars of the district." There were also, at that time, fourteen hundred and forty-seven log school houses.

It must be conceded that great improvements have since been made—in places. That much remains to be done is evidenced by the fact that the county superintendents report twelve hundred and seventy-eight (1,278) "unsanitary or otherwise unsuitable" school houses, and but seventeen hundred and ninety-four "perfectly comfortable" ones. Between these extremes are all degrees of comfort and discomfort. There are twelve thousand eight hundred and nine (12,809) schools in Illinois, and every one of them ought to be comfortably and conveniently housed.

The purpose of this circular is to give to school directors and teachers some definite and up-to-date information relating to school house architecture and decoration, and, incidentally, to exhibit, graphically, existing conditions in country districts. It contains: (1) A paper read by Mr. Normand S. Patton, formerly architect for the Board of Education, Chicago, at the October, 1900, meeting of the Northern Illinois Teachers' Association at Freeport; (2) a paper read by Mrs. Orville T. Bright at the same meeting, both of which the Association, by a unanimous rising vote, requested this department to publish; and (3) a number of illustrations of existing architecture, some of which may well be used as working models, and

others as examples of conditions to be improved. For many of these illustrations, of both kinds, I am indebted to County Superintendent Orville T. Bright, of Cook county, who is engaged in a most energetic crusade for better school houses in his own county, and to whom is due no small share of the credit for the renaissance now in progress, and promising to extend into every township in the State.

No attempt is made to discuss the architecture of the larger school building, for the double reason that architects are fully alive to that problem, and the large school building is but a repetition of the unit—the school room. The circular is a response to numerous calls for advice. It is hoped that it will aid the movement so happily begun to hasten the day when, in the interest of economy in money, health and teaching facilities, every school room in Illinois shall be perfectly COMFORTABLE, and all its surroundings be cheerful and beautiful.

*Alfred Bayliss*

*Superintendent of Public Instruction.*

## THE SCHOOL ROOM IN GRADE SCHOOLS.

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*Size.*—With artificial ventilation, which should always be provided, the size of the school room may be determined by the area required to seat the pupils, with a proper allowance for aisles and front space. Forty-eight pupils in the grammar grades may be seated in a room with an area of 775 square feet. If the number of pupils is to be limited to 40, it is best to retain this size and allow a more liberal spacing of desks. The primary grades with their smaller desks may get along with smaller rooms, but the desirability of open space for games and exercise and the liability of changing the grades are arguments against a reduction of size. On the other hand if the area is increased, there is a temptation to school boards to add extra seats and over crowd the rooms to the detriment of the school work. Therefore, it is wise to adopt 775 square feet as the standard area for a school room.

If provision must be made for 56 pupils, an area of 890 square feet will be required.

*Shape.*—This should not vary greatly from a square. The length should not exceed 35 feet, and when wooden joists are used there is a practical limit of the width to 27 feet, using 28 foot joist. With these limitations our 775 feet of area may be 25 x 33 feet, or 27 x 29 feet, and our 890 feet area, either 25 x 35 feet, or 27 x 33 feet. When the lighting is from one side only the 25 foot width is preferable; with supplementary lighting from the back the 27 foot width is sometimes more practicable. With rooms of these proportions the seats may face either the end or the side.

*Height.*—We may take 13 feet as a standard height, with a tendency to make rooms less than this down to 12 feet rather than more. The considerations affecting the height of a school room may be enumerated as—1, light; 2, looks; 3, cost; 4, convenience. Comparing a height of 13 feet with one of 12 feet on the side of the greater height is light, and of the lesser height, looks, cost and convenience. A height 12 feet gives a more homelike look than a greater one; the cost of construction and heating is less, and there is a saving of effort and time in climbing stairs to the upper stories. A high ceiling increases the light only when the tops of the windows are raised likewise; to leave the windows unchanged and raise the ceiling will decrease the light.

*Light.*—The object should be to provide (1) a proper amount, (2) from the proper direction, (3) uniformly distributed and sufficiently diffused, and do this under all conditions of weather.

*Amount of Light.*—The familiar rule to make the total window area one-sixth of the floor area is useful only as a rough approximation, as the amount of light admitted by a given area of glass is affected by the width of window, the height from the floor, thickness of walls, proximity of buildings, trees and other external obstructions, the color of these external objects, color of exterior window jambs and of the interior walls and ceiling, and the height of the room above the ground, the upper stories receiving more light than the lower. There can be no exact rule for lighting, but several considerations will be helpful as a guide to one's judgment.

Every foot of unnecessary glass is a detriment. It lets in the heat in summer and the cold in winter. Cold draughts are proverbial causes of illness, and the most dangerous draught is one that strikes the back. Therefore there should *never* be full length windows at the back of a school room unless they are provided with double sash and have steam pipes beneath sufficient to counteract the cold draught. Furthermore, unnecessary windows take from the wall space needed for other uses.

Wide windows let in more light than the same amount of glass in narrow windows. The diagonal rays are largely cut off by the thickness of the wall in narrow windows. Three wide windows will light almost any school room better than four or five narrow ones, and will have fewer cracks for cold air.

The most effective light comes from the clear sky, shining through the window directly upon the object to be lighted. In order that the farther side of the room shall receive such direct light it must pass through the upper part of the window. If there be enough light for the farther parts of the room, there will be more than enough for those near the windows, and hence the upper half of the window is more effective than the lower, and the higher the window from the floor, the more light from a given area of glass.

This principle should not be carried to such an extreme as to raise the window sills so high as to cut off a view of the landscape, especially when the surroundings of the school are pleasant.

Place the window sills at such a height that the children can see the ground when standing at the window, but not when seated. This will bring the lower edge of the glass from 3 min. to 3 min. 8 sec. above the floor.

*Arched Windows.*—The importance of preserving the light from the upper part of the window will lead to the use of square head windows in preference to arched forms; nevertheless arched windows may be used in certain situations as in corner rooms where there is light on two sides; on the upper floor where the light is best and and where extra height may be given to the room and its windows without increasing the stairs to be climbed; and in other situations when other conditions for light are favorable.

*Direction of Light.*—The light should shine upon the object to be seen and not in the faces of the pupils or teacher. For drawing or writing, the light should be from the left and front, for reading from the back and either side. The light should also come from above, at a considerable angle with the horizontal. Authorities appear to be unanimous that for a room no wider than the usual class room, the best lighting is from the left hand of the pupils only. With the eight room school, four rooms on a floor, all being corner rooms, it seems unnatural to leave one outer wall blank, and yet the windows at the back of pupils are objectionable. A compromise plan is to place half windows at the back of the room with their heads on a line with those of the side windows. These can be screened by shades on bright days and thus avoid annoyance to the teacher who faces them, and used on cloudy days to supplement the side windows. The half windows are also useful for cross ventilation in warm weather.

School design now runs almost exclusively to symmetrical plans for such eight room schools. It is most convenient to make the rooms nearly square, say 27x29 feet, with three full windows on the left side of the pupils and three high half windows at their back.

Each face of the building will thus have three full and three half windows in the class rooms of each story, which feature though unsymmetrical in the design can be so treated as not to be an architectural blemish.

*Uniform Distribution of Light.*—The difficulty lies in lighting the inner part of the room without excess near the windows. To accomplish this and preserve the proper direction of the light on a bright day, we may screen the lower part of the windows and admit light from upper portion only.

Whatever shades or blinds are used they must be hung so that they can be lowered from the top while screening the lower part of window. Venetian blinds can have the slats so adjusted as to shut out direct sunlight while permitting a strong light to play upon ceiling and walls; but there are objections to these blinds on the grounds of expense both first cost and repairs and collection of dust. Shades should never be hung in the ordinary manner at the top, for then the lower part of windows cannot be screened without darkening the top entirely and cutting off all the effective light from inner side of room. To put the roller at the bottom of the window and pull the shade up, is better; but the roller in this position interferes with plants on the window stool and therefore must be ruled out. An improvement is to use two shades with both rollers at the center of height of window, one to pull down and the other to pull up; but the simplest device is to use one shade hung on a movable roller, so that light may be admitted both at top and bottom of window in any desired amount. There are a number of devices in the market that accomplish this result.

There remains still the difficulty of direct sunlight entering the top of window when the shade is lowered. This may be cured by pulling down a white shade by which the direct rays of the sun are

intercepted and the light diffused over the room. Such shades are, however, apt to become quickly soiled by use, and a simpler remedy and a permanent one is to glaze the upper portion of windows with maze, florentine, or other translucent glass which diffuses the sunlight and illuminates the ceiling. For special cases where the near proximity of buildings cuts off direct light from the sky, prismatic glass may be used to catch the light and control its diffusion. The use of translucent or prismatic glass in the upper portion of a window has such marked advantages over the ordinary clear window glass as to deserve special comment. Recent experiments conducted for Mr. Edward Atkinson, by Prof. Charles L. Norton of the Massachusetts Institute of Technology, prove that such glass not only softens the light but gives a marked increase to its effectiveness, especially in cases where a considerable portion of the sky is cut off by opposite buildings. The rays which would, with clear glass, shine on the floor near the window and be absorbed, are with translucent glass refracted and diffused over the inner part of the room and on the ceiling, which being thus illuminated radiates a soft light where most needed.

*Heating and Ventilation.*—There must be a supply of warmed fresh air, which may be heated by a hot air furnace, or a steam coil. If the flow of fresh air is by natural draught over a steam coil, called an "indirect radiator" there should be also direct radiation in the room; but when the warm air is forced in by a fan, we may dispense with the direct radiation, notwithstanding eminent authorities to the contrary. The chief difficulty in ventilation is to prevent draughts when the incoming air is cool. The air inlet must not be in the floor to gather dirt, but at a height of 3 to 8 feet. The air should be directed upward rather than horizontally, then, the current of air will rise to the ceiling and spread out over the upper part of the room. Place both inlet and outlet on an inner wall, the outlet being at the floor and near the inlet.

The standard of ventilation advocated for school rooms gives a supply of 30 cubic feet of air per pupil per minute. If the ventilating apparatus supplies this amount there will be no need of opening windows for ventilation, indeed it is essential to the proper operation of any system of artificial ventilation that the windows be kept tightly closed. All school room windows should be made very tight with weather strips to prevent the entrance of wind and in those school rooms that lack proper ventilation, the windows should never be opened in cold weather when there are pupils in the room; but the room should be aired during a recess or intermission. Provision should be made for natural ventilation in warm weather by providing transoms over the doors and if there be windows on one side only, make extra transoms between inner wall and corridor.

*Blackboards.*—These are costly, are not ornamental, darken the room, and should not be made longer nor wider than demanded by the requirements of teaching. Chicago public school teachers some three years ago petitioned the Board of Education to confine the blackboards to two sides of the rooms, and this is recommended as

sufficient. The chalk rail for primary grades should be two feet from the floor and for grammar grades not more than three inches higher. The board may be about  $3\frac{1}{2}$  feet wide, but back of the teachers desk it is well to carry the blackboard up to a height of  $6\frac{1}{2}$  or 7 feet. In Chicago good results are secured with composition blackboards, but these can be done only by experts. If so done they are better than slate. The blackboard maker must do the plastering on which the composition is laid or results can not be guaranteed.

*Cloak Room.*—The hanging of clothes in the corridors is too primitive for consideration and the recently invented ventilated wardrobes with rolling fronts have yet to make their reputation. The usual cloak room has a door at one end into the class room and at the other into the public corridor. This invites sneak-thieving if the outer door be unlocked and becomes a dangerous trap in case of panic if locked, unless it be arranged so as to open always from the inside. Furthermore the numerous cloak room doors opening into the corridors have been found objectionable. To overcome these objections, the writer devised a form of cloak room that has proved very popular in the Chicago public schools. Both doors open into the class room. The cloak room can not be entered except from the room and no locks are needed. The opening nearest the room entrance may be an open doorway. The ventilation of this style of cloak room is accomplished in a simple manner. The fresh air supply enters the room as usual, but the exhaust is taken entirely from the cloak room. Thus all the air from the room is drawn through the open doorway into the cloak room, warming it and drying the clothing, then passing into the ventilating flue. Cloak rooms should be so located that the teacher may stand in one place and command class room, corridor and cloak room. If the cloak room is considered only as a place for hanging hats and outer clothing, there is no need of a separation of boys and girls in grade schools. There should be plate glass in class and cloak room doors opening into the corridor so that the superintendent may inspect without entering. It would seem that there should be some better provision for overshoes than leaving them on the floor of the wardrobe, simple racks on the wainscoting near the floor are used in some schools.

*Teachers' Wardrobe*—This may be in the cloak room or may open into the class room. In the later Chicago schools in place of teachers' wardrobes in connection with the class rooms there is a locker for each teacher adjoining the teacher's room. The teacher's room is located in the basement (which is high and well lighted) adjoining the main entrance. There are toilet conveniences connected with this room.

*Bookcase*—There must be a bookcase for each school room. According to the testimony of teachers it may be put in almost any part of the room, or in the cloak room. There should be glazed doors in front of the books and cupboards below.

*Wainscoting*—There is a strong tendency to abolish wood wainscoting as combustible and unsanitary and substitute some other form



of cement or hard plaster. At any rate the beaded ceiling of wood has become very tiresome and a change is desirable. The Chicago public schools are using wainscoting of plaster covered with prepared burlap to a height of six or seven feet wherever the walls are not covered with blackboards. This innovation has been received with great favor and the writer can recommend the material as the best for school room wainscoting. The typical Chicago school room has a picture moulding around all walls at about the top of the doors, seven feet. Below this moulding down to the narrow base of wood or cement, the walls are covered with burlap painted in oil. Olive green makes an agreeable shade; but reds and browns are also acceptable. The blackboards have the appearance of being applied over the burlap, the narrow boards having the burlap on all sides, while back of the teacher the blackboard stops at the same height as the burlap. Pictures may be hung on the burlap from the moulding but cards and papers may be pinned or tacked directly to the walls without injury to the burlap. There is another picture moulding at the top of the wall from which pictures may be hung above the wainscoting.

*Walls*—Sand finish gives a more agreeable texture to the plastering to receive the tinting color than a smooth plaster of Paris finish. The subject of wall tints being treated so thoroughly by Mrs. Bright, I will not comment on this topic further than to endorse the importance of proper tinting. The contrast between the blackboards and white walls is especially trying to the eyes, but if the blackboard is surrounded by burlap painted a suitable color, the contrast is greatly softened even though the walls above are white. A subject now under investigation is the making of blackboards of other colors than black, so as to harmonize with the decorative scheme of the room.

*Woodwork*—Yellow pine is the most available wood of low cost. It seems to me preferable to painted woodwork, although inferior to oak.

*Floors*—Of the two woods used for school room floors, Southern yellow pine must be quarter-sawed and kept oiled or varnished, or the grain will fill with dirt. Hard maple may be left without oil or varnish and can always be scrubbed clean. If some school board wants a school room floor more sanitary and noiseless than hardwood, it would be worth while to experiment with cork carpet or some of the new forms of linoleum.

*A Drinking Fountain* is a feature of a complete school room and should be placed near the door. A clock controlled from a central regulator and a telephone to the principal's office are modern school room luxuries.

*Decoration*—The efforts to beautify the school room with flowers and works of art should receive encouragement from the architect. The flower pots ruin the varnish on the window stools. Then what? Banish the flowers? No! Banish the varnish, and put in slate or marble stools that will stand water. A bay window that will give space for a flower stand will make the school room attractive and, perhaps, should not be considered an extravagance.

NORMAND S. PATTON.

## THE DECORATION OF SCHOOL HOUSES AND SCHOOL ROOMS.

“To be brought into tune with good things  
is the first step towards being good.”

There is a great and growing interest on the part of school patrons and teachers in the subject of school decoration. The right of the child to some sweetness and cheeriness and beauty of surroundings has come to be recognized. The right of the public to school buildings of pleasing exterior and environment has been at least partially conceded. Much has been said and written on the moral influence and the silent teaching of beauty—and the dawn of a general awakening to the importance of these matters seems at hand. Teachers are asking eagerly what can be done for the improvement of their schools, and how it is to be accomplished. A few practical suggestions are appended which it is hoped may to some extent answer these questions.

That time in the history of any school when the subject may be most effectively considered is when its building is projected. The shape and size of the school rooms and corridors—the arrangement of window, blackboard, staircase and wardrobe—the design and finish of woodwork are vital matters and worthy the careful attention of superintendent and principal. The school officer whose duty it is to look after these and other essentials of a perfect building, and who neglects to do so, is guilty of a grievous wrong. Every school house is a monument to the shame or the glory of those under whose supervision it is erected. Other things being equal, the degree of beauty attainable may be in proportion to the amount of money expended—but that the best possible results for the money be forthcoming—that is what we have a right to expect.

Presumably school architects have been long in existence; only recent years, however, have developed a class worthy of the name and have witnessed the erection of really beautiful school buildings in our midst. A sufficient number of these buildings is now in existence—buildings of good architectural design, well and honestly built, attractive both as to exterior and interior, carefully planned and carefully kept—to furnish the best and most practical hints to builders of new ones.

In the main the most successful of these new buildings have certain features in common. The broad stair and wide corridor which would have been condemned as waste room on the old-time plan, have come

to stay, and have proved their right to do so. So far from being waste room, the light spacious corridor is in constant use for Indian club and dumb-bell exercises, wand drills and marches, and even takes the place of an assembly hall, in case of the lack of such, where public exercises may be held. Ceilings are lower, windows wider, less high, and not so deeply recessed; shades have superseded blinds; blackboards, hideous but necessary, are somewhat reduced in both height and extent; platforms are abolished, and soft and pleasing tints succeed on the walls the old dead white. The wood-work is designed with reference to cleanliness as well as beauty, the floors are of hard maple, and an occasional wall cabinet, or wide, low, hospitable fireplace is seen.

To the teacher so fortunate as to be located in such a building the task of beautifying her school room is rendered easy. A few well-selected pictures and casts, some plants in the windows, a small table or two with a bit of bright color in the cover, a rug, perhaps, and an easy chair, and the thing is accomplished—or, no, not necessarily even yet, for it has been the painful privilege of the writer to visit a school room with all, or nearly all these things, which yet is most un-beautiful. Dirt and disorder are deadly enemies of beauty, and their nullifying powers are great. Neatness, order and arrangement are as necessary to a pleasing effect as are the possession of pictures and other beautiful effects. No amount of decoration will render attractive an untidy school room with messy blackboards and paper-strewn floor. It may be well for all, in schools old and new, antiquated and modern, to lay down the law that order is the first principle of beauty.

When the new building is completed, or the old one to be renovated, the first great question to be settled is in regard to wall tints. In the selection of these any advice which is given must follow to some extent the irritating fashion of the old cook book which directed ignorant young housekeepers to "season to taste" or mix "according to judgment." As a matter of fact the decoration of each school room is a problem by itself. The color of the wood and the height of the ceiling, the amount of blackboard space and other modifying features varying in different buildings or even in different rooms in the same building, must be taken into account, and in both rooms and corridors the amount and direction of the light received must enter in as an important factor. A few general rules for the selection of color have been drawn from observation and are as follows: Sunny rooms—those having south, southwest and west exposures—should be in cool tints, greens or olives. (Blue and gray are not successful school room tints, being dreary and cold in effect.) Rooms receiving little sun need warmth of color and may be done in red, terra-cotta or yellow-brown. Ceilings should be lighter than side walls; a contrasting ceiling is ordinarily most pleasing, and a color almost universally satisfactory for the purpose is a deep corn-yellow or canary. A side wall often looks darker when complete than in the sample, but it is safe to select for the ceiling a strong light tone, the effect being invariably lighter and milder when on. High ceilings may be made to appear lower by tinting the upper portion of the wall like the ceiling; the greater the depth of the wall space so tinted

the more the ceiling is apparently lowered (the measurement being usually from 18 to 36 inches). Low ceilings may be heightened in effect by the reverse process of continuing the side-wall color to the ceiling and placing the picture molding at the top. The best shades for dark rooms are on the yellow tones; tan, corn-yellow or buff, and light golden brown. The best corrective for a wall which has been made too dark is a ceiling (and, if possible, partial side wall) of corn-yellow or canary.

The woodwork, when painted, is in general most safely made a lighter or darker shade of the wall color. Any dado which takes the place of a wainscot follows the same rule.

There are comparatively few desirable schoolroom colors, but there is a variety of shades of each color, so that many different combinations may be made, and it is neither necessary nor desirable to have all the rooms in a building alike. Red has proved one of the most effective colors for assembly halls and corridors and one of the least pleasing for school rooms. For the latter, the greens, olives, terracottas and tans are most satisfactory. It is difficult to account for the so frequent use of a color best described as a sickly pink. Possibly it is an attempt at a compromise with reds which are too dark or too intense for schoolroom purposes. Whatever the occasion of it may be, it is a complete and utter failure. Pink may be a good boudoir color, but for a school room it is useless as a background and utterly characterless. If it is desired to use red in a room for which the really rich and lovely shades are too dark, it may safely be done by making ceiling and the upper third of the wall of canary or corn-yellow. In this way a rich background may be obtained without any loss of the light, cheerful aspect of a room. With the green or olive walls the woodwork, if painted, may be either a deeper shade of same, or some pleasing contrast; with red or terra cotta it must of course be a contrast, and with tan a most pleasing combination is found to be leather brown.

Dark shades tend to lessen the apparent size of a room, light ones to increase it. The size of room or hall, therefore, as well as its lighting, must be taken into consideration in determining its tints. In offices and recitation rooms it is generally desirable to select a style of wall decoration which will lower the ceiling and enlarge the room. In the absence of blackboards such rooms look best done in three shades—the darkest for the dado which is topped by a molding three or four inches in width—the middle for the side walls ending at the picture molding eighteen inches or more from the ceiling—and the lightest (probably a contrasting shade) for the ceiling and that part of the wall above the picture molding.

This matter of the careful selection and artistic blending of colors is well worth the attention of teachers. Perhaps no other one thing will go so far toward hiding the defects and adding to the beauty of a school room.

The woodwork in most schools is hopelessly ugly. The Georgia pine which is almost universal may have much to recommend it from the builder's point of view, but from the æsthetic standpoint it has

nothing. Its harsh, ugly tones refuse either to blend or to contrast pleasingly with the wall tints; it must be either ignored or, better, painted. Some day, perhaps, when we shall have brought about a genuine and general public interest in these things, it may be replaced by oak or other woods, which, if slightly more expensive, admit of a variety of charming shades and finishes.

Many of the teachers who have devoted some thought to the matter, have proved very ingenious in inventing simple devices for beautifying their school rooms. A teacher of first grade in a school where the walls were white and the directors obdurate, covered the upper, unused portion of a high blackboard to a depth of ten or twelve inches with wall paper of a bright, rich red, using this as a background for pressed ferns, scissor work and inexpensive little reliefs, thus making a very charming little frieze about the room and adding a pretty bit of color. A simple thing enough, but it really transformed the place and was an inexpressible pride and delight to the children. Others have used burlap in green or red in a similar way, sometimes covering the whole area of a small board that could be spared and making it a background for displays of Prang platinettes, Perry pictures or relief casts, which, being readily fastened and unfastened by means of large pins, might be frequently changed and the interest in them thus sustained. Shelves over the blackboards for the support of an occasional vase or statuette have proved successful in some instances, and where the doorways are not too high the same idea has been carried out with good effect. Ornaments in such instances should be of good size and not too abundant—the scattering of numerous small articles is far from pleasing in effect.

All these devices may help to make the school room an attractive and pleasant place, but it is also possible to carry the idea of decoration to an extreme. A few good things are more to be desired than a superabundance of trash and it is best to be discriminating as to what is allowed to enter. Simplicity is not bareness—overcrowding is not art; ornaments and pictures should be kept to their proper places, among which doors and windows are not. The latter should be kept clear of everything but plants, the former should never be utilized for the hanging or pinning on of pictures. If it is desired to group a number of small pictures for study purposes and no space is available they may be mounted on large sheets of stiff cardboard and stood for the necessary time upon the chalk trough.

Good pictures are plentiful, easily accessible, and cheap; there is no reason why every school may not become possessed of a really fine collection. Tastes differ, of course, as to the kind of pictures most desirable.

Indianapolis has recently acquired a great reputation for the work of her schools along art lines. They have raised and spent many hundreds of dollars for pictures, and their purchases have been entirely original works of local artists. Some of the Chicago schools also have chosen to contribute to the encouragement of home industries and have ordered copies by art students of mas-

terpieces in the Art Institute. Of course this sort of thing is productive of many good and desirable results. In Indianapolis the artists have become so interested in the schools through the purchase of their pictures that they have contributed much in valuable suggestions and in actual decorative work. So far as the idea looks toward mutual help and coöperation it is ideal, but on the other hand it is a question whether for the children—and we must not forget that all this is for the children—there is not a greater value in acquaintance—even through a copy—with a very great artist, a world artist, than with first-hand knowledge of a lesser light. It is an open question, perhaps, and is likely to remain such for some years. The amount of money now at command for decorative purposes in most schools, however, makes it not an immediate or pressing question for them and we may proceed to the consideration of the many good copies of good pictures available at small cost. Of these there is a great variety, but here again we must go “according to judgment.” The difference of a dollar or two in price often means the difference between a really good picture and a very poor one. For school purposes foreign photographs, lithographs, carbons and platinotypes are the copies most used, with occasional photogravures, steel engravings and colored prints. For one who has had little experience with pictures it might be well to see many copies of the same thing before deciding upon one. (Do not hesitate to ask to see fine and expensive copies, simply because you know you can not afford them. Nothing is any trouble to a picture dealer, and besides, he is as anxious to educate you as you are to be educated.) The excellence of one may point out the defects of another and lead to a wise choice. Many things enter into a judicious selection besides the quality of the copy. Among these the subject considered as to moral tone and suitability takes first rank.

The subject should be one which appeals to the child, but that it appeals to him is not a sufficient test of its fitness. It should be such as may wholesomely and with benefit appeal to him. All that is painful or morbid should be tabooed, all false sentiment should be excluded, but whatever satisfies the simple, natural, childish taste, it is right to have. If teachers select pictures entirely from the adult point of view they may meet with disappointment in the fact that the children do not care for them. It is the taste and the comprehension of the child that must be considered, and this should be guided and developed by the greater knowledge and experience of the teacher.

After the picture is carefully chosen let equal care be used in its mounting, framing and hanging. The beauty of some pictures is greatly enhanced by the use of a mat. In general the mat serves one of three purposes: that of adding an effect of space and roominess to the picture, of enlarging it or of bringing it out clearly. In Jules Breton's “Song of the Lark” for example, the fine sturdy, robust figure of the young girl seems cramped and confined if framed close, while a 3 or 4 inch mat carefully selected to harmonize with the general tone of the picture, restores to it the sense of spirit and freedom which largely make up its charm.

Millet's "Sower" requires the mat to bring out the figure distinctly. It is a twilight picture and a good copy gives the dusky twilight impression. Framed close the picture is lost; a mat carrying out the lightest tones in the picture adds greatly to its effectiveness.

There is a forty-cent photogravure of St. Mark's—very clear and distinct, but so small that framed close it could not well be hung as a single picture; a five-inch mat and a narrow molding make of it a picture suitable for a school room of any size.

If the mounting of a picture is a matter of care and study, its framing is no less so. The frame of gilt must be excluded from the school room list as unsuitable; certain pictures in color, however, such as Guido Reni's "Aurora" (of which the colored copy is preëminently the one to buy), really require the gilt to bring out their full richness of coloring. Some genius in framing has originated a most happy way out of the difficulty, by combining a broad, plain molding with a gold facing next the picture an inch or less in width. The result is a frame rich, yet simple, durable, easily cleaned, and in every way suited for schoolroom use. A similar device is followed in framing many of the platinum pictures, except that the facing is of silver, and not more than a quarter of an inch in width. Anton Mauve's "In the Lane" and "Going Home" are exquisitely framed in this way with an ebony molding.

Platinum pictures call almost invariably for frames of black; for this reason, if for no other, where an equally good brown copy can be procured—carbon, photograph or whatever it may be, it is to be preferred. There is no objection to an occasional black frame, but any great number of them is apt to give to the walls a funereal aspect unless the background is particularly rich and warm. Generally speaking, it is best to select for frames moldings which are a continuation of color tones found in the picture. It is the province of mat and frame to form a finish for the picture without obtruding themselves. The soft, flat-finished frame so much used just now lends itself most readily to this idea, the "White, Potter and Page" moldings being especially suited to many of the carbons. When a contrasting frame is desired a dark mahogany is often very satisfactory.

In hanging pictures the mistake of placing them too high is most common. When there is a blackboard no margin should be left between it and the base of the frame. Where there is no blackboard the middle of the picture should be slightly above the level of the eye of the average person. If any mistake is made it would better be in hanging the picture too low rather than too high.

Many teachers make the serious error of considering their work as done when the pictures are bought, framed and hung. On the contrary, the most important part of it has just begun. Children can no more be expected to learn to love pictures from their mere presence than to learn to love books without knowing how to read. The teacher must be their inspiration, her understanding must teach them to interpret—her appreciation teach them to enjoy, and this can never be until she herself is inspired. For the teacher who must *educate herself* with her pupils the following reading is recommended:

y of Painting..... }  
 Art's Sake..... } John Van Dyke  
 Judge a Picture..... }  
 Enjoy Pictures..... Prang Ed. Co.  
 Journeys to the Homes of Eminent Painters..... Elbert Hubbard  
 s in Art..... Bates & Guild Co., Boston (monthly publication)  
 Artist Series..... Ed. Pub. Co.  
 Sanitation and Decoration..... D. C. Heath & Co.

joined is a list of pictures and casts desirable for schools.  
 ist is merely suggestive and not intended to be complete or ex-  
 ve. May consideration of these things lead to providing our  
 children with the "surroundings that rest and refresh and  
 alive."  
 CORA C. BRIGHT.

## LIST OF PICTURES.

MADONNAS.			
Madonna, Raphael, 24x30.....	\$15 00	Coliseum, Rome, 22x60.....	18 00
Madonna, Raphael, 27x34.....	15 00	Coliseum, Rome, 21x35.....	10 00
Madonna, Raphael, 17x22.....	4 00	Coliseum, Rome, 21x32.....	8 00
Madonna, Raphael, 17x23.....	3 00	Eretheum, Athens, 14x18.....	4 00
Madonna, Raphael, 14x18.....	4 00	Parthenon, Athens, 20x33.....	10 00
a Gran Duca, Raphael, 16x22.....	3 00	Parthenon, Athens, 16x22.....	3 00
a Della Sedia, Raphael, 16x22.....	3 00	Pantheon, Rome, 20x32.....	10 00
a of the Arbor, Dagnan Bouve- ril.....	4 00	Pantheon, Rome, 20x26.....	1 00
a and Child, Murillo, 16x22.....	3 00	Roman Forum, 22x60.....	18 00
a and Child, Murillo, 12x17.....	1 25	Roman Forum, 21x32.....	8 00
a and Child, Murillo, 10x16.....	75	Roman Forum, 20x23.....	7 50
		Square of St. Marks, 16x21.....	4 00
		St. Marks, 10x13.....	2 50
		St. Marks, 9x13.....	40
		St. Marks, 20x26.....	1 00
SUBJECTS FROM SCULPTURE.		PICTURES OF HISTORICAL INTEREST.	
Belvidere, 16x22.....	\$ 3 00	Ann Hathaway's Cottage, 16x23.....	\$ 5 00
head), Angelo, 22x27.....	6 00	Capitol at Washington, 20x34.....	10 00
head), Angelo, 16x22.....	3 00	Castle of St. Angelo, 20x33.....	7 50
head), Angelo, 10x16.....	75	Castle of Chillon, 17x22.....	3 00
of Praxiteles, 19x23.....	6 00	Concord Bridge, 20x33.....	10 00
with infant Bacchus, 19x24.....	5 00	Concord Bridge, 17x23.....	5 00
f Milo, 16x23.....	5 00	English House of Parliament, 17x23.....	5 00
f Milo, 19x34.....	10 00	Grand Canal, Venice, 16x21.....	3 00
Victory of Samothrace, 17x23.....	4 00	Stratford-on-Avon, 17x25.....	5 00
Victory of Samothrace, 22x34.....	10 00	Stratford-on-Avon, 16x21.....	3 00
nd the Sculptor, 10x11.....	2 00	View on the Tiber, 16x22.....	3 00
nd the Sculptor, 10x12.....	3 00	View on the Tiber, 20x32.....	6 00
Angelo, 19x23.....	10 00	Venetian Views (40 subjects, photo- gravures) 9x13.....each	40
Angelo, 16x22.....	3 00		
emorial, St. Gaudens, 16x20.....	7 50		
Lucerne, Thorwaldsen, 16x22.....	3 00		
Bates, 10x22.....	4 00		
Bates, 18x22.....	3 00		
, St. Gaudens, 30x40.....	12 00		
, St. Gaudens, 12x16.....	4 00		
ates (Ped. Parthenon), 17x25.....	5 00		
Boys, Della Robbia, 16x22.....	3 00		
Boys, Della Robbia, 16x22.....	3 00		
ters, Dell Robbia, 16x22.....	3 00		
(4), Della Robbia, 9x10, each.....	30		
Indian Monument, 30x40.....	10 00		
Man, Daniel French, 30x40.....	12 00		
ARCHITECTURAL SUBJECTS.		PICTURES OF ANIMALS.	
is, Athens, 20x33.....	\$10 00	An Old Monarch, Rosa Bonheur, 15x18.....	\$ 6 00
Constantine, 23x31.....	10 00	A June Morning, Loveridge, 10x15.....	1 00
Constantine, 20x26.....	1 00	Ancient Britons, Douglas, 14x18.....	6 00
Constantine, 17x24.....	5 00	Defiance, Landseer, 22x24.....	4 50
als—Amiens, Milan, Cologne.....	4 00	(Any subjects of Landseer's are good except painful ones.)	
Dame, 14x18, each.....	4 00	Early Springtime, Riecke, 12x17.....	1 25
al, Notre Dame, 16x22.....	3 00	Highland Pets, 19x13.....	5 00
ury Cathedral, 18x26.....	5 00	His Majesty, Dicksee, 16x26.....	6 00
Cathedral, 18x26.....	5 00	Homeward Bound, Derrick, 17x24.....	5 00
		Horse Fair, Rosa Bonheur, 23x33.....	12 00
		Hound, Rosa Bonheur, 16x22.....	3 00
		I Hear a Voice, Maud Earle, 23x29.....	6 00
		In the Lane, Craig, 13x19.....	5 00
		In Clover, Derrick, 13x19.....	5 00
		Meadow Pool, Von Marcke, 12½x15½.....	4 50
		Meadow Pool, Riecke, 12x17.....	1 25
		Meadow Brook, Proctor, 13x19.....	5 00
		Midday Rest, Watson, 20x25.....	6 00
		Morning Freedom, 20x24.....	5 00
		Norman Vikings, Douglas, 14x18.....	6 00



## List of Pictures—Continued.

On Guard, Rosa Bonheur, 26x34.....	\$12 00
Patient, Rosa Bonheur, 15x18.....	6 00
Pharaoh's Horses, Herring, 24x24.....	6 00
Pharaoh's Horses, Herring, 22x22.....	4 50
Pharaoh's Horses, Herring, 19x19.....	1 25
Ploughing, Rosa Bonheur, 16x30.....	15 00
Ploughing, Rosa Bonheur, 18x22.....	3 00
Ready, Rosa Bonheur, 15x18.....	6 00
Runaway Horses, De Dreux, 18x23.....	1 50
Raiders, Dicksee, 16x26.....	6 00
Return Home, Anton Mauve, 16x22.....	4 50
Return of the Flock, Troyon, 22x30.....	15 00
Return of the Flock, Troyon, 10x16.....	75
Saved, Sperling, 18x28.....	5 00
Scottish Chiefs, Rosa Bonheur, 23x33.....	12 00
Scotch Cattle, Watson, 15x30.....	2 25
Shepherd's Lane, Anton Mauve, 16x22.....	4 50
Shepherd and Flock, Jacque, 10x16.....	75
The Lost Sheep, Jacque, 8x19.....	1 50
The Lost Sheep, Jacque, 8x19.....	5 00
The Escaped Cow, Dupré, 10x16.....	75
The White Cow, Dupré, 10x16.....	75
The Straw Yard, Herring, 19x25.....	2 50
Twilight, Craig, 13x19.....	4 00
The Coming Storm, Von Marcke, 16x20.....	5 00
Wolf Dog, Potter, 18x22.....	3 00
Watering the Horses, Danan-Bouveret, 8x10.....	30
Waiting, Sperling, 8½x21.....	4 00

## FIGURE PICTURES.

(Pictures in which the interest centers in human figures, even though there be also beautiful landscape.)

Angelus, Millet, 18x22.....	\$ 2 00
Aurora, Burne-Jones, 8½x20.....	6 00
Aurora, Guido Reni, 15x36.....	12 00
Aurora, Guido Reni, 14x18.....	4 00
Aurora, Guido Reni, 20x32.....	6 00
Angel Choir, Reynolds, 14x18.....	4 00
Angel with Violin, Da Forli, 14x18.....	4 00
Angel with Mandolin, Da Forli, 14x18.....	4 00
A Gleaner, Jules Breton, 10x16.....	75
A Summer's Day, Jules Breton, 10x20.....	6 00
Boy Christ (head), Hoffman, 12x17.....	1 25
Boy Christ (head), Hoffman, 14x18.....	4 00
Baby Stuart, Van Dyck, 16x22.....	3 00
Baby Stuart, Van Dyck, 15x20.....	2 50
Baby Stuart, Van Dyck, 12x17.....	1 25
Countess Patocka, unknown, 14x18.....	4 00
Calling the Ferryman, Knight, 18x22.....	3 00
Christ and the Rich Ruler, Hoffman, 12x17.....	1 25
Christ and the Rich Ruler, Hoffman, 14x18.....	4 00
Children of the Shell, Murilo, 22x26.....	12 00
Children of the Shell, Murilo, 18x22.....	3 00
Children of Charles I., Van Dyck, 16x22.....	3 00
Children of Charles I., Van Dyck, 12x17.....	1 25
Charles I. and Dog (detail), Van Dyck, 12x17.....	1 25
Flamma Vestalis, Burne-Jones, 13x36.....	15 00
Flamma Vestalis, Burne-Jones, 8½x20.....	6 00
Flamma Vestalis, Burne-Jones, 7x20.....	4 00
Feeding the Chickens, Millet, 14x18.....	4 00
Feeding the Chickens, Millet, 11x13.....	4 00
Golden Stair, Burne-Jones, 16x36.....	15 00
Golden Stair, Burne-Jones, 7x20.....	4 00
Gleaners, Millet, 20x26.....	1 00
Gleaners, Millet, 16x22.....	3 00
Good Sheppard, Murrillo, 18x22.....	3 00
Hope, Burne-Jones, 13x36.....	15 00
Hope, Burne-Jones, 7x20.....	4 00
Hosea (figure), Sargent, 8x21.....	3 50
Hosea, (figure), Sargent, 6x17.....	2 00
Hosea (head), Sargent, 10x12.....	2 00
Hosea (head), Sargent, 6½x8½.....	1 00
Holy Night, Knauss, 12x17.....	1 25

Holy Night, Correggio, 14x18.....	1 25
Head of Child, Greuze, 12x17.....	2 00
Head of Child, Greuze, 11x13.....	1 00
In the Country, Le Rolle, 20x30.....	15 00
In the Country, Le Rolle, 14x18.....	6 00
In the Country, Le Rolle, 10x16.....	75
Lazarus (head), Vedder, 10x13.....	4 00
Mother and Child, Toulmouche, 18x23.....	1 50
Madame Le Brun, 17x21.....	1 50
Madame Le Brun and Daughter, 16x22.....	3 00
Queen Louise, Richter, 14½x20.....	2 50
Return from the Field, Breton, 22x30.....	15 00
Reapers, Breton, 18x31.....	15 00
Sir Galahad, Watts, 18x36.....	18 00
Sir Galahad, Watts, 9x20.....	6 00
Sir Galahad, Watts, 18x28.....	5 00
St. Michael and the Dragon, Raphael, 16x22.....	3 00
St. John (head), Del Sarto, 16x22.....	3 00
Santa Barbara (figure), Vecchio, 16x22.....	3 00
Santa Barbara (figure), Vecchio, 14x35.....	15 00
Santa Barbara (detail), Vecchio, 16x22.....	3 00
Santa Barbara (detail), Vecchio, 14x18.....	4 00
St. George, Donatello, 16x22.....	3 00
Song of the Lark, Breton, 24x30.....	15 00
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Horse, 6x15½.....	2 00

October, 1900.

## SOME TYPICAL ILLINOIS SCHOOL HOUSES.

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Compare plates I, II, III, IV and V with VI, VII, VIII, IX and X. The buildings in the two groups do not differ much in cost. The surroundings of the first group are a reproach to any district, however small. A live teacher can improve them by planting even *one* tree. The county superintendent should aid him by a timely appeal to the pride and public spirit of the directors and people. Such surroundings as are shown by the second group are possible anywhere in Illinois. They tend to increased respect for the school as well as increased self-respect on the part of pupils and teachers. There are two thousand of the first kind in Illinois. They must go!

## SOME OF THE BEST COUNTRY SCHOOL HOUSES IN ILLINOIS.

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- Plate XI. Lane's school house, near Paris, Edgar county. Built 1899. Cost, \$1,200. Directors: Wm. Dickenson, John Moffitt and C. A. Austin. County Superintendent, George H. Gordon, Paris. Architect, N. Gaunt. A model.
- Plate XII. District 2, township 45-5, McHenry county. W. E. Wire, Hebron, County Superintendent.
- Plate XIII. District 3, township 45-5, McHenry county. Basement and floor plans sketched by Superintendent Wire.
- Plate XIV. "Cottage Hill" school, Sangamon county. S. A. Bullard, Springfield, architect. Charles VanDorn, County Superintendent.
- Plate XV. A one-room building in Cook county. Patton, Fisher & Miller, architects, Chicago.
- Plate XVI. A one-room building in Cook county. G. W. Ashby, architect. A model.
- Plate XVII. A two-room building in Cook county. G. W. Ashby, architect.
- Plate XVIII. A two-room building in Cook county.
- Plate XIX. The Polo, Ogle county, school building. Dedicated December 1899. A model.
- Plate XX. An Ohio idea. The Kingsville school. Pioneer in that state in consolidating small schools. See page 51, XXIII biennial report.

	PAGE.
Douglas county.....	165
Douglas, Edgar L., Co. Supt.....	163
Draper, Dr. Andrew S., President of University of Illinois, report.....	61
Drawing teachers, special.....	351
DuPage county.....	166
Easterday, C. F., Co. Supt.....	169
Eastern Illinois Normal School.....	112
Edgar county.....	167
Edwards county.....	165
Edwards, Dr. Richard.....	114
Edwards, I. Frank, Co. Supt.....	155
Effingham county.....	169
Eisenbart, Henry, Co. Supt.....	194
Enrollment of pupils.....	1, 9
Examination of county superintendents.....	22
Fayette county.....	169
Felmley, Pres. David, report of Illinois State Normal University.....	50
Ferguson, S. J., Co. Supt.....	204
Financial report, State Charitable Institutions.....	353
Fitzner, L. R., Co. Supt.....	155
Ford county.....	170
Franklin county.....	171
Frank, George O., Co. Supt.....	207
Fulton county.....	171
Gallatin county.....	172
Gardner, Edward A., Co. Supt.....	170
Gibbs, Jesse T., Co. Supt.....	212
Gordon, Dr. J. C., report of Institution for Education of Deaf and Dumb.....	120
Gordon, George H., Co. Supt.....	167
Gram, Evan P., Co. Supt.....	156
Greene county.....	173
Gregory, Charleton L., Co. Supt.....	194
Grisamore, J. F., Co. Supt.....	184
Gross, Lewis M., Co. Supt.....	184
Grote, Caroline, Co. Supt.....	200
Grundy county.....	173
Hall, Supt. Frank H., report of Institution for Blind.....	124
Hamilton county.....	174
Hancock county.....	174
Hardin county.....	175
Harlan, Wm. T., Co. Supt.....	155
Hawthorne, Wm. E., Co. Supt.....	202
Hay, John, Co. Supt.....	157
Henderson county.....	175
Henry county.....	176
Henson, M., Co. Supt.....	197
Hertel, Charles, Co. Supt.....	207
Higher institutions of learning.....	56
High school statistics.....	292, 362
High schools, summary.....	6, 19
Hill, James M., Co. Supt.....	178
Hinners, Albert E., Co. Supt.....	158
Hodge, John H., Co. Supt.....	200
Hoffman, U. J., Co. Supt.....	193
Holderman, Mary B., Co. Supt.....	172
Holmes, R. B., Co. Supt.....	210
Hostettler, Henry W., Co. Supt.....	184
Illinois Asylum for Juvenile Female Offenders, report of.....	147
Illinois Institution for Education of Blind, report.....	124
Illinois Institution for Deaf and Dumb, report.....	120
Illinois Asylum for Feeble-Minded Children, report.....	145
Illinois State Reformatory, report.....	141
Illiteracy.....	4
Illustrations.....	See Appendix
Index.....	423
Iroquois county.....	176
Jackson county.....	177
Jasper county.....	178
Jefferson county.....	178
Jersey county.....	178
Jo Daviess county.....	179
Johnson county.....	180
Johnston, Wm., Co. Supt.....	162
Johnson, Frank A., Co. Supt.....	196
Johnston, Wm. J., Co. Supt.....	214

	PAGE
Kane county.....	181
Kankakee county.....	181
Keller, John G., Co. Supt.....	186
Kendall county.....	182
Kern, O. J., Co. Supt.....	216
Kessinger, Manning M., Co. Supt.....	187
Kimzey, Walter R., Co. Supt.....	198
Knox county.....	182
Lake county.....	183
LaSalle county.....	183
Lamar, Charles H., Co. Supt.....	157
Lawrence county.....	184
Lee county.....	185
Letter of transmission.....	III.
Libraries.....	3-13
List of school pictures.....	417
Livingston county.....	185
Logan county.....	186
Lord, Pres. Livingston C., report of Eastern Illinois Normal School.....	112
Luther, Martin, Co. Supt.....	176
Mace, S. E., Co. Supt.....	175
Macon county.....	186
Macoupin county.....	187
Madison county.....	187
Maliary, Mac M., Co. Supt.....	188
Manual training departments.....	381
Marion county.....	189
Marshall county.....	186
Martin, Wm. H., Co. Supt.....	179
Marvin, Matthew W., Co. Supt.....	183
Mason county.....	189
Massac county.....	191
Mavity, W. P., Co. Supt.....	269
McCauley, Supt. R. N., report of Soldiers' Orphans' Home.....	146
McCallister, Everett, Co. Supt.....	214
McCreery, L. J., Co. Supt.....	206
McDavid, W. J., Co. Supt.....	186
McDonough county.....	191
McHenry county.....	192
McIntosh, Charles, Co. Supt.....	199
McKelvey, Sidney A., Co. Supt.....	203
McLean county.....	192
McQueen, Donald A., Co. Supt.....	161
Menard county.....	193
Mercer county.....	194
Monroe county.....	194
Montgomery county.....	195
Montgomery, James A., Co. Supt.....	207
Months taught.....	3, 12
Morgan county.....	195
Morgan, Royal T., Co. Supt.....	166
Moultrie county.....	196
Music teachers, special.....	381
Nevens, Wm. H., Co. Supt.....	215
Ogle county.....	196
Pace, J. M., Co. Supt.....	191
Parkinson, Dr. D. B., report of Southern Normal University.....	88
Patton, Normand S.....	410
Peadro, B. F., Co. Supt.....	196
Peoria county.....	197
Permanent school funds.....	24
Perry county.....	198
Peterson, James H., Co. Supt.....	181
Platt county.....	199
Pike county.....	200
Piper, Joseph M., Co. Supt.....	186
Pope county.....	200
Power, George C., Co. Supt.....	193
Pulaski county.....	201
Putnam county.....	202
Quackenbush, Marvin, Co. Supt.....	181
Ramsey, J. E., Co. Supt.....	211
Randolph county.....	203
Reynolds, Joshua M., Co. Supt.....	191
Richland county.....	204
Roberts, James W., Co. Supt.....	178
Robertson, Joseph L., Co. Supt.....	197

	PAGE
Rock Island county.....	204
Rural schools.....	59
Rural School Architecture and School Decorations.....	400
Rutherford, S. C., Co. Supt.....	170
Saline county.....	205
Sangamon county.....	205
Sawyer, John H., Co. Supt.....	102
School architecture and school-room decoration.....	55
School debt.....	256, 257
School districts, number.....	2, 10
School houses, number.....	2, 10
School lands.....	5
School libraries.....	3, 12
School property, estimated value.....	6, 17
School tax fund and interest on State school funds; statement of 1898 and 1899.....	206
Schools, private, number.....	2, 12
Schools, public, duration.....	2, 11
Schools, public, number.....	2, 11
School room decoration.....	55
Schools, system of, cost and sources of payment.....	16
Schnyder county.....	205
Scott county.....	206
Shawhan, George R., Co. Supt.....	158
Shelby county.....	207
Shoemaker, J. D., Co. Supt.....	160
Smith, Albert R., Co. Supt.....	154
Smith, Mrs. Hester M., Co. Supt.....	201
Soldiers' Orphans' Home, report of.....	146
Some of the best country school houses in Illinois.....	421
Some typical Illinois school houses.....	420
Some rural school interiors.....	422
Southern Illinois Normal University, report.....	98
Special reports of county superintendents.....	153
Stark county.....	207
State certificates.....	27
State course of study.....	43, 261
State examinations, conductors of.....	17
Statistical tables, comparative.....	27
Statistical tables for 1899.....	218
Statistical tables for 1900.....	209
Statistics, summary, 1899.....	1
Statistics, summary, 1900.....	8
Statistics relating to colleges, academies and other literary institutions.....	330
St. Clair county.....	207
Stephenson county.....	208
Stotler, R. N., Co. Supt.....	204
Superintendents, number.....	3, 12
Swan, Monroe N., Co. Supt.....	216
Sykes, Mrs. Mary E., Co. Supt.....	212
Table of contents.....	V
Taylor, Mrs. P. A., Co. Supt.....	154
Tazewell county.....	209
The decoration of school houses and school rooms.....	411
The high schools.....	49
Tombaugh, C. R., Co. Supt.....	195
The school room in grade schools.....	405
Torrence, Supt. George, report of Illinois State Reformatory.....	141
Township fund.....	5, 18
Township fund, income.....	5, 19
Underwood, D. J., Co. Supt.....	174
Union county.....	209
University of Illinois, report of.....	61
VanDorn, Charles, Co. Supt.....	205
Vermillion county.....	210
Visitation of schools, county superintendents.....	22
Vollintine, Mrs. Edith Witmer, Co. Supt.....	160
Wabash county.....	211
Walker, Elmer F., Co. Supt.....	206
Warren county.....	212
Washington county.....	212
Wayne county.....	214
Whetzel, W. J., Co. Supt.....	217
Whitchurch, John E., Co. Supt.....	199
White county.....	214
Whiteside county.....	214
Whittenberg, Sarah J., Co. Supt.....	190
Wilkinson, Ernest S., Co. Supt.....	193

	Page.
county .....	215
amson county .....	216
n. Mrs. Hattie P., Co. Supt.....	164
ebago county .....	216
Will E., Co. Supt .....	192
ack. John H., Co. Supt.....	175
ford county.....	217
. John S., Co. Supt .....	192
. Lewis E., Co. Supt .....	205
g. John L., Co. Supt .....	214













APR 28 1936



